



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUA Y LITERATURA INGLESA

“The Elaboration of a Kichwa-English Dictionary for English beginners
at ‘Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac’ in the
Province of Cañar”

Trabajo de graduación previo
a la obtención del Título de
Licenciado en Ciencias de la
Educación en Lengua y
Literatura Inglesa.

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**CUENCA - ECUADOR
2016**

RESUMEN

Esta investigación se centra en la creación de un diccionario bilingüe Kichwa-Inglés dirigido a los estudiantes Kichwa hablantes del 8vo, 9no y 10mo año de educación básica de la “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” ubicada en el cantón Cañar en la comunidad de Quilloac, quienes para aprender Inglés, se ven obligados primero a aprender español, dejando a un lado su lengua materna.

El objetivo de esta investigación es proporcionar un diccionario para que estos estudiantes puedan aprender vocabulario en inglés directamente desde el idioma Kichwa, que es su lengua materna. Este diccionario beneficiará a los alumnos de dos maneras diferentes; una de ellas es el aprendizaje de vocabulario en un lenguaje tan globalizado como lo es el idioma inglés; y la segunda es en dar la importancia correspondiente del idioma Kichwa como lengua ancestral.

Adicionalmente, este proyecto utiliza los métodos cualitativo y cuantitativo, los mismos que permiten obtener una variedad de datos e información para ser analizada. Así mismo, se caracteriza por tener sus bases en una investigación no experimental, que quiere decir que el producto (diccionario) no se aplicó en un aula de clases como una especie de tratamiento que generase resultados positivos o negativos, más bien el enfoque fue únicamente en la creación del diccionario como material de enseñanza.

Finalmente, al culminar la investigación se concluyó que los estudiantes no usan su lengua materna cuando aprenden el idioma inglés; por lo tanto, un diccionario Kichwa-Inglés sería de gran ayuda para hacer frente a este problema.

PALABRAS CLAVE: Kichwa, inglés, diccionario, bilingüe, Kichwa hablantes.

ABSTRACT

This research focuses on the creation of a bilingual Kichwa-English dictionary for Kichwa speaker students of the 8th, 9th, and 10th grades of “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” located in Quilloac, Cañar, who to learn English language are forced to learn Spanish language, leaving aside their mother tongue.

Consequently, the aim of this research is to provide a dictionary from which these students can learn vocabulary in the English language directly from the Kichwa language, which is their mother tongue. It will benefit students in two different ways; one of them is learning vocabulary in a language as globalized as the English language, and the second is to give the importance that the Kichwa language as an ancestral tongue needs to have.

Additionally, the qualitative and quantitative methods were used during this study, resulting in a variety of information to be analyzed. Likewise, this is a non-experimental research, which means that the product (dictionary) was not given in a classroom as a treatment to prove its validity through positive or negative results. The approach of the research was only to create the dictionary as a didactic material.

Finally, it was concluded that students do not use their mother tongue when learning English. Therefore, a Kichwa-English dictionary would be of a great help when dealing with this obstacle, and at the same time stand out the Kichwa language.

KEYWORDS: Kichwa, English, dictionary, bilingual, Kichwa speakers

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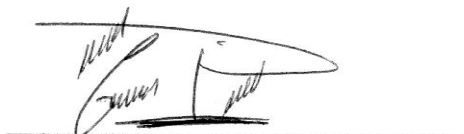
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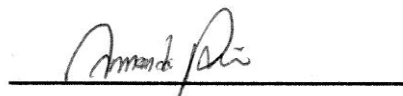
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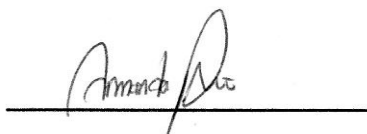
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Cuenca, 02 de Diciembre del 2016



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DEDICATIONS

I would like to express my deepest gratitude to God. To my beloved daughter Yurita who is in heaven, for helping me in every single moment. To my lovely wife Maritza, for her endless support. I am truly thankful for having you in my life.

This work is also dedicated to my parents and brothers. Thanks all of you for always being there for me and for giving me wisdom to complete this step in my life.

Cristian Pichasaca

This work is dedicated to my beloved parents Cecilia and Carlos who have been and always will be the most important in my life. Thank you for supporting me all these years. Without your support and advice I would never have been where I am now. All this is thanks to you, I love you.

To my favorite person, who has given me his love and unconditional support since the first day. Thank you Adrian I love you.

Amanda Piña

ACKNOWLEDGEMENT

We would like to express our sincere acknowledgement to our research director Jean Paul Jara Villacreces for his patient and useful advice to guide this research. Also, we want to offer a cordial thanks to teachers, students and administrative personnel of “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” who allowed us to carry out this research in their institution.

Cristian Pichasaca

Amanda Piña

INTRODUCTION

In Ecuador the Kichwa language is one of the official languages of intercultural relations and the State must respect, encourage its conservation and use (Art Const., II Sec. 1). On the other hand, it should be noted that English is irrefutably a "lingua franca" all around the world nowadays.

As a result, mixing the Kichwa and English language for the creation of a bilingual dictionary is a great idea, not only because of the importance of the languages, but also because it will be of great help to those to whom it is directed to. This dictionary will be elaborated for Kichwa speakers of the “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac”

The elaboration of a Kichwa-English Dictionary for English beginners at “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” in the Province of Cañar is for Kichwa speakers who want to learn English as a foreign language directly from their native Kichwa language.

Some techniques and tools were used to obtain valued information for the development of this project which will be divided into five chapters. The first chapter is associated to the background, justification, general objective and specific objectives.

The second chapter contains the Literature Review where several concepts displayed the importance of a dictionary in the learning process of a new language. The focus in this chapter is on the bilingual dictionary and on the bilingual Education.

The third chapter consists of the methodology used during this study. This chapter provides information about populations, samples, subjects, data collection techniques, data organization technique, data analysis technique, consideration of extraneous variables, and the design of the dictionary.

Chapter four presents the analysis and interpretation of the interviews and surveys carried out at “Unidad Educativa Comunitaria intercultural Bilingue Quilloac”. Finally, the fifth chapter presents various conclusions and recommendations obtained during the development of this research.

CHAPTER I

THE PROBLEM

1.1 Topic

This research is committed to the creation of a Kichwa-English bilingual dictionary for Kichwa speakers of “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” in the Province of Cañar.”

1.2. Background

The Constitution of Ecuador states that Ecuador is a multicultural, and multiethnic country (Ecu. Const. art. I. Sec, 1). Furthermore, in its territory there exists ethnic groups, nationalities and people speaking different languages that have their own identities and who make this country colorful and diverse. (MOSEIB, 2013)

Likewise, the province of Cañar, which by its geographical location, has a great cultural diversity. Cañar, which comes from Cañari “*Kan*” meaning *snake* and “*Ari*” meaning *Macaw* (sacred animals), is located in the Southern region of Ecuador, in the province that bears its name (Quinde, 2001). Cañar borders 4 provinces. To the North, there is the province of Chimborazo; to the South, the province of Azuay; to the East, the province of Morona Santiago and Azuay; and finally, to the West, there is the province of Guayas

In Cañar, people speak Kichwa and Spanish, with Kichwa being their native language. Moreover, people in Cañar devote their time to agriculture and livestock. However, small industries and manufacturing are considered valuable

sources of income, mainly in food industries, footwear, textiles and wood furniture (Grijalva, 2012).

Additionally, in Cañar, there is a community called Quilloac that is located one kilometer from the city. This small community is, in its majority, populated by indigenous people and most of them are Kichwa speakers. Besides, in Quilloac there is an educational entity called, “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac,” in which a large number of Kichwa speakers can access the educational system.

In this elementary school, as well as in many schools in Ecuador, students learn English. The great difference is that for students of “Unidad Educativa Quilloac,” learning English requires learning Spanish. It is because in this school there is no didactic material for teaching English directly from Kichwa.

As a result of what was mentioned, and in an effort to avoid this; it would be very helpful to create a Kichwa-English dictionary for those learners. Said dictionary would have a major impact on their education because through its help they will be able to learn English while still using their treasured Kichwa language.

1.3 Justification

Nowadays, people live in a globalized world, and bilingual education practices are becoming more popular since the proficiency of one language is not enough to success in life. On the contrary, the present world demands people to have access to a bilingual education which allows children, youths

and adults expand their intellect. Furthermore, bilingual individuals enjoy more social and cognitive advantages over monolinguals individuals. Moreover, with bilingual education learners will have more opportunities to succeed in this 21st century (García, 2009). This is the case with Kichwa people, who in order to adapt well in this Spanish-speaking society had to learn it.

For Kichwa speakers, Spanish is their second language. Although, when they go to high school they have to learn English and there the situation changes, because while Spanish speakers just have to learn English, Kichwa speakers have to learn Spanish to later learn English. Therefore, they face more difficulties when learning English than students who speak Spanish. This because they have to learn a second language (Spanish), to later, learn a foreign language (English).

Since there is no teaching-learning material designed to learn English directly from Kichwa, it is necessary for these students to learn Spanish. This situation can be seen as unfair because while Spanish people have lots of didactic material to learn English, Kichwa people have very little, to say the least, and they are always dependent on the Spanish language.

As a consequence, the creation of a Kichwa-English dictionary will be a valuable tool. This will be done for students of “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac,” located in the province of Cañar. This dictionary will be developed for EGB (Educación General Básica) students which includes 8th, 9th, and 10th grades. The total number of students in those grades is 216. Thus, the purpose of this dictionary is to be made available for all of them, this dictionary which will allow them to learn English vocabulary starting from their

native Kichwa language.

Likewise, this Kichwa-English dictionary will be of great help for these students because it will contain plenty of vocabulary. Eventually, with this dictionary, Kichwa students will be able to solve problems with writing and the translation of specific words. Last, but not least, this dictionary will not only help to teach the meaning of new words, but also make Kichwa students identify with them.

1.4 Objectives

1.4.1. General Objective

- To create a Kichwa-English dictionary for Kichwa speakers who are learning English as a foreign language.

1.4.2. Specific objectives

- To obtain the words for the dictionary from the National Curriculum Guidelines for the English subject provided by the Ministry of Education.
- To organize the vocabulary in categories to make the English learning process easier.
- To present a bilingual dictionary including pictures and pronunciation as a way of learning English vocabulary directly from the Kichwa language.

CHAPTER II

LITERATURE REVIEW

There are thousands of dictionaries around the world serving different needs. People rely on and use them throughout their entire lives in their learning process or simply in their daily lives. It does not matter if people are studying in an institution or not, human beings never stop learning; that is why people will not stop using dictionaries.

By the same token, dictionaries are essential in everyday life because, according to Rufus Gouws (1996) “people live in a multilingual society where dictionaries play a very important role in facilitating successful communication between speakers of different languages” (p. 14). Therefore, this review will concentrate its attention on the major themes related with dictionaries.

First, it is important to define what a dictionary is. “Dictionaries are alphabetically arranged works that provide information, usually in concise form, about words and topics” (Schnoor, 2003. p. 4). They can be used for many things such as checking spelling, checking verb tenses, checking the part of speech of a word, learning new vocabulary, finding the meaning of a word, finding the right word to use, and translating, to name a few (Schnoor, 2003).

Additionally, the use of a dictionary depends on what kind of information people are looking for, therefore, there are many types of dictionaries and each one is focused on specific purposes and on different fields (Schnoor, 2003. p. 4).

As an example, Schnoor (2004), mentions some dictionaries such as; the monolingual dictionary (Spanish), the bilingual dictionary (Spanish-English), the learner's dictionary, the historical dictionary, and encyclopedia, among others. Each of these can be either printed or in electronic form. But then again, this simply refers to the form of presentation and not to the content of the dictionary. Furthermore, each of them is very different and need to be distinguished from each other, because one dictionary can be really valuable in one case, and absolutely useless in another.

2.1 Types of dictionaries

In the following paragraphs, some types of dictionaries are explained briefly.

2.1.1 Monolingual dictionary

First, the monolingual dictionary: It is a dictionary that is written in one language only. This means the words and their definitions are all presented in the same language. It is the dictionary that people use to check any word from their native language that is unclear or unknown (Tarp, 2004).

2.1.2. Bilingual dictionary

Second, the bilingual dictionary uses two languages and translates similar information in two different languages (Tarp, 2004). This dictionary is generally used for people that are learning a foreign language and want to know how to say something in the other language.

2.1.3. Historical dictionary

Third, the historical dictionary: It presents the history of a lexical unit, and it changes through the years, starting from a period at which there was evidence. The historical dictionary registers the *development* of a lexical item in terms of form and meaning of the particular lexical unit from the past to the present day (Singh, 1982).

2.1.4 Encyclopedic dictionary

Also, the encyclopedic dictionary: According to Singh (1982), it offers information on all aspects of human knowledge. The names of plants, animals, and diseases, information about historical events, geographical features, and biographical sketches of important personalities can be found in this dictionary.

2.1.5 Etymological dictionary

To finish, the etymological dictionary which is similar to the historical one, but with one difference: The historical dictionary registers the development of a lexical item whereas the etymological dictionary presents the origin of a word by tracing the present day words to their oldest forms (Singh, 1982).

2.2. The bilingual dictionary

From all those types of dictionaries mentioned before, the focus of this research will be in the bilingual dictionary type.

A bilingual dictionary is defined as a dictionary that gives words in two languages. It means that for each word and expression in the source language,



there is an equivalent in the target language. One list of L₁ (first language) words accompanied by their equivalents in L₂ (second language) (Lehmann, 2013).

Gwyneth Fox and Elizabeth Potter (2006), state that in the past, bilingual dictionaries received a lot of criticism, such as, that they were of poor quality, of little help to students, that they lack features and explanations, and so on. These dictionaries were also criticized on pedagogic grounds that believed that these dictionaries made learners become lazy because they simply looked up the word and did not engage with the language they were learning.

Conversely, bilingual dictionaries have always been very useful tools for language learners. Fox and Potter (2006), express that the situation has changed over the past 20 years or so. They say that great improvement has been made to make these dictionaries more helpful for their users.

A great example is the *Macmillan Diccionario Pocket* (a bilingual dictionary for Spanish learners of English) that was developed specifically for its intended users. In other words, the content was tailored to their needs. Moreover, this bilingual dictionary gives English beginners “the facility to get a quick answer to their language need, without having to worry about the complexities of a language they are still struggling to master” (Fox and Potter, 2006).

It is also worth mentioning some advantages of a bilingual dictionary. Alan Hunt (2007), explains that bilingual dictionaries offer many solutions for learners of all levels. These dictionaries can be used by learners of lower

proficiency because they give learners a choice of which type of information to consult (i.e., First language FL, second language SL, or both). Likewise, Jane Mairs (2013), mentions that the greatest advantage of a bilingual dictionary is its simplicity, since it gives learners a direct translation of a word without any distracting text that sometimes cannot be understood. That is why this dictionary becomes an easy tool for learners.

Additionally, using dictionaries effectively and regularly is a perfect way to improve English language skills. Dictionaries give people lots of information and they are always available for everybody at any time. Nevertheless, you have to be careful and use them knowledgeably, otherwise, you may end up saying things you had no intention of saying (Philips, 2015).

As seen before, the importance of dictionaries cannot be denied. Therefore, this research is focused on the creation of a dictionary. This dictionary will be a Kichwa-English dictionary created for Kichwa speakers learning English as a foreign language. Conversely, people may think that there are so many dictionaries in this world that one more cannot make a difference, but the truth is that the dictionary this research aims to elaborate, would make the difference for the people for whom it will be created.

Before getting into the issue of the Dictionary, it is important to know about the importance of the Kichwa and the English language.

2.3. A brief view of the Kichwa language

Gonzalo Ortiz (2001), in his essay “El Kichwa en el Ecuador” comments that before the conquest of the Inca Empire, each region, and indigenous group

had and spoke their own language within the territory of Ecuador. That means that many years ago, if a person of a region met another one of another region, they probably would not have been able to understand each other since there was not a common language for communication. Nevertheless, that situation changed when the Inca Empire conquered the lands of Ecuador. The Incas imposed the Kichwa language to all those ethnic groups and it became for several generations, a second language.

Incas used two methods to spread the Kichwa language in the lands they conquered. The first one known as learning by immersion consisted of taking the royal nobility of the conquered place to the capital of their empire, Cuzco. There they could be able to learn the language surrounded by Kichwa speakers. The other way consisted of sending Cuzqueño teachers to the conquered provinces. These teachers had the duty to teach the kichwa language as well as learn the local languages. These teachers were in its majority Kichwa speakers (Ortiz, 2001, p. 15).

Moreover, Ortiz (2001), expresses that with that system the Kichwa language spread quickly. It was so widespread that when the Spaniards arrived, they thought it was spoken all over Ecuador. Also, he mentions that if the Spaniards had not reached this land (1532), the Inca Empire would have managed the “quichuizacion” of all “ El Tahuantinsuyo”, due to the great discipline of the Inca government. Painfully for the Inca Empire, the presence of new conquerors created chaos and caused the death of the process of “quichuizacion”.

When the Spaniards arrived, they tried to impose their own government

but soon they realized that it was better to maintain the Inca structure and it meant the Kichwa language, so they learned Kichwa to communicate with the aborigines. It is in this way that little by little the Kichwa language became the general language and completely displaced the other local dialects. Furthermore, missionaries learned the language to evangelize the new towns. Even the catechism was written and given in Kichwa. As a result, it was quickly accepted and spread thanks to the church.

Although, after the expulsion of the Jesuits in 1767, a century of decline started, since the indigenous masses were forgotten because all the energy and attention was put on the fight for independence in the 18th century (Ortiz, 2001).

Being one way or another, the truth is that this language has survived through to the 21st century.

Luis Saula (2012), mentions that in our country Kichwa is currently in a stage of rescue and conservation thanks to various government decrees and indigenous movements that support education and generate an interest group by keeping alive this language.

The Kichwa language has survived through to the 21st century, but will it still be here in the 22nd century? The conservation of indigenous languages is essential to prevent their extinction. Language preservation means strengthening a particular language before being displaced by another, more powerful and prestigious one (Coronel-Molina, 2011).

Coronel-Molina (2011) comments the following:

It would be simplistic to say that the users of indigenous languages are the only true responsible parties for transmitting their languages from generation to generation, whether these languages are employed in the various contexts of everyday life or expanded into new functional domains of society. The intergenerational transmission process is closely linked to a number of historical, social, political, economic, and sociolinguistic factors that constitute serious barriers that work to the detriment of indigenous languages” (para. 4).

Therefore, schools, home, and society play a very important role in preserving and revitalizing a language. At schools, most of the time the teaching-learning process is emphasized on the acquisition of L1 (first language) and L2 (second language), nonetheless, there is little attention to C1 (first culture) and C2 (second culture) acquisition which is a mistake because language and culture always work together. In the same way, negative language attitudes, competing language ideologies, language discrimination, linguistic shame, etc., have been constants in many cultures. In addition to all this, historical, social, political, economic, educational, and technological factors continue to condemn indigenous-language speakers to linguistic displacement, which is changing and even abandoning one’s linguistic and cultural practices in order fit into a society which is completely different. (Coronel-Molina, 2011).

Finally, it is essential to develop a variety of materials for students of different levels such as preschool, kindergarten, elementary, secondary school, and college. However, it would be useless having these amazing materials if there are no bilingual teachers trained to use such materials to maintain and

revitalize the language. Moreover, having trained teachers, the right material, and educational programs would not be enough if all that lacks linguistic and cultural awareness. Linguistic and cultural awareness will help learners and the community to appreciate all the knowledge and wisdom that their indigenous language brings to them. To conclude, communities of speakers of endangered languages need to support, respect and above all transmit their languages and cultures, in order to ensure their use in the future, from different sectors and vectors of the society (Coronel-Molina, 2011).

2.4. Bilingual Education in Ecuador

Ecuador is a multilingual and plurinational country where 14 nationalities live. They are the; Awa, Epera, Chachi, Tsa'chi, Kichwa, A'I (Cofán), Pai (Secoya), Bai (Siona), Wao, Achuar, Shiwiar, Shuar, Spara, and Andwa. All those nationalities spoke their own language. The “Sistema de Educación intercultural” (SEIB) is the one in charge of promoting educational systems that helps to preserve the continuing use of these ancestral languages (Ministerio de Educacion, 2013).

The “Modelo del Sistema de Educación Intercultural Bilingue” (MOSEIB) started a series of educational experiences in the mid-twentieth century, designed to serve the native populations and their ancestral languages. All these experiences are part of the historical development of the bilingual education in Ecuador (Ministerio de Educación, 2013).

The following chart will show some educational experiences carried out in Ecuador in the last decades.

EXPERIENCE	YEAR	PLACE	DESCRIPTION
Escuelas Indígenas de Cayambe	Decade of the 40s	Cayambe (Pichincha)	Dolores Cacuango with the support of some women from Quito and indigenous leaders organized a group of bilingual elementary schools.
“Instituto Lingüístico de Verano” (ILV)	1952	Some communities of the three regions of the country.	The objective of this Institute was to translate the Holy Bible to the indigenous tongues of those communities.
Mission Andina	1956	Chimborazo	During that time, some booklets in Kichwa regarding; mythology, social aspects, and others about nature were developed.
Escuelas Radiofónicas Popular del Ecuador (ERPE)	1964	Chimborazo and Tabacundo (Pichincha)	This school was specifically created for the literate adult population. Their mother tongue was used for awareness, and Spanish was used in literacy.
Sistema Radiofónico Bicultural Shuar y Achuar (SERBISHS)	1972	Morona Santiago and Zamora Chinchipe	This institute was dedicated to Shuar and Achuar speakers. Shuarchicham, and Spanish were used as languages of Education.

Escuelas Indígenas de Simiatug	80s	Simiatug and Salinas (Bolívar)	These schools created books for literacy of children using the Kichwa writing system.
Escuelas Indígenas de Cotopaxi (SEIC)	1974	Cotopaxi	In these schools, the Kichwa language was used as the main language of education.
Escuelas Bilingües de la Federación de Comunas: Unión de Nativos de la Amazonía Ecuatoriana” (FCUNAE)	1975	Amazon region	These schools carried out researches in the field of history. Besides, they created didactic materials for children using the Kichwa language.
Subprograma de alfabetización Kichwa	1978	Many communities around the country	This project created materials for literacy and post-literacy in languages such as Kichwa, Paikoka-Baikoka, Waotededo, Cha'palaa, and Spanish as a second language.

Chart 1: “*Previous Educational Experiences*”

Source: *Ministerio de Educación (2013)*

There is still a long list of schools and institutions which are not mentioned above, but which also made significant contributions all over Ecuador. Mentioning all of them would take too long, that is why just a few examples were considered to give the reader an idea of the scope and coverage of such programs.

As can be seen, the “Modelo del Sistema de Educación Intercultural Bilingüe” (MOSEIB) is the result of a long historical process in which leaders of towns and nationalities have been working hard to make their objectives come true. It was born in the bowels of an oppressed society that has suffered from discrimination for more than 500 years (Tenesaca, 2015).

In the same way the SEIB (Sistema de Educación Intercultural Bilingüe) works hard for the recovery and strengthening of the use of tongues and looks for spaces in the media to spread it. Besides, the SEIB establishes that the principal language of education has to be the language of the nationality and Spanish as the language for intercultural relations. This, to guarantee that all those different nationalities have access to a Bilingual Intercultural Education (MOSEIB, 2013).

One of the principles of the SEIB says that the formation of people begins in the EIFC (Educación Infantil Familiar Comunitaria), which is in charge of taking care of children from conception to the age of 6), to University education. The following chart will explain it better:

Chart 2: Proceso Educativo y su Organización

Unidades	EDUCACIÓN GENERAL BÁSICA INTERCULTURAL BILINGÜE											
	EIFC		IPS									
	1-7	8-10	11-15	16-21	22-27	28-33	34-40	41-47	48-54	55-61	62-68	69-75
				FCAP			DDTE			PAI		
Grados	Inicial 1	Inicial 2	1°	2°	3°	4°	5°	6°	7°	8°	9°	10°

Niveles	EDUCACIÓN INICIAL	PREP	BÁSICA ELEMNTAL	BÁSICA MEDIA	BÁSICA SUPERIOR
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Source: *Ministerio de Educación (2013)*

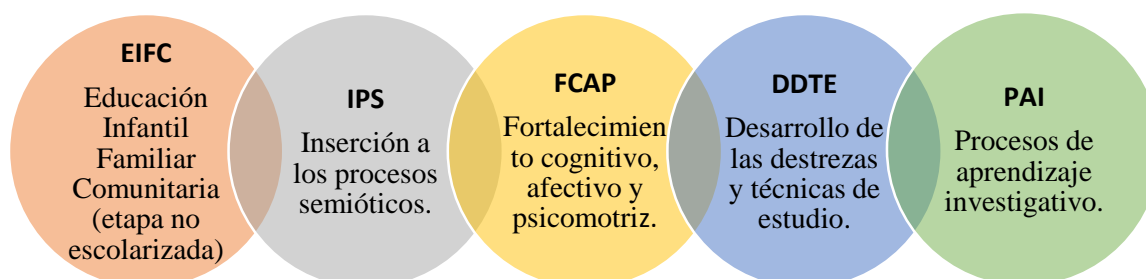


Figure1: *Estructura de la Educación Básica Intercultural Bilingüe*

Source: *Ministerio de Educación (2013)*

According to the legislation:

The System of Bilingual Intercultural Education ranges from early education to the top level. This means it develops a holistic educational process since the child is in the womb up to postgraduate training. Agreements with universities and Escuelas Politécnicas will allow the System of Bilingual Intercultural Education to maintain an educational process that continues throughout the life of the person (Ministerio de Educación, 2013)

2.5. A brief view of the English language.

Language is something specific to humans, it is said that it is language that separates us from all other living things and makes us human. Language is

a communicative medium that allows people to communicate ideas, thoughts, concepts, moods, attitudes and feelings (Naved, 2015).

All around the world, there are thousands of languages; some of them are spoken by millions of people and others by only a few thousand. English is one of the most spoken languages in the world (the first one is Mandarin). If you know English and have a good understanding of it, you can travel all around the world without worrying about language barriers. This is because English is a global lingua franca which means that it is the language used among people who speak various different languages. So wherever you go as long as you speak English you can survive (Naved, 2015).

English is an important language for some reasons:

The first reason has to do with the internet and the press. According to Naved (2015), English is the universal language of the internet because almost all the best information is available in English. The internet connects you with the world and opens a lot of opportunities to find information regarding nearly every subject. Besides, English is the primary language of the press. The majority of newspapers and books are written in English.

It would be good for you to know that if you speak English it will be easier for you to find a job. Employers are constantly looking for people who are fluent in English, so knowing English will make you a more desirable employee. Similarly, if you want to become an international businessman/woman, learning English should be your priority (Siddiqui, 2014).

Also, English is essential in the field of education. In many countries,



English is part of many school syllabi. English is so important around the world that it is taught even in countries where it is not the official language. Naved (2015), expresses that English is “the dominant language in the sciences, and most of the research and studies in any given scientific field will be written in it as well.” Moreover, knowing the English language can allow a person to study abroad.

The Ecuadorian Ministry of Education states that English should be taught at schools. They consider that if Ecuadorian students are taught English they will have more opportunities to succeed in this globalized world. They know that English is an International Language which can allow learners not only access to knowledge but to professional empowerment as well. (Ministerio de Educación, 2013).

Another reason why English is important is because it is the language of entertainment. Hollywood has the biggest television and music industries in the world. So if you are a fan of movies, TV shows, games, comics etc., learning English must be on your list. Understanding the dialogues while watching a movie, reading a comic or playing a video game without the need for subtitles can be a lot more amazing. Similarly, if you want to work in the entertainment industry, English is even more essential (Naved, 2015).

Finally, Naved (2015), states that people should learn English because it is an easy language to learn due to the great amount of resources available. If you search the web you will find amazing material that will help you throughout your learning process. You can find not only sites on grammar but also videos, flashcard, maps, music, so on. You can chat with native speakers of English or

even better you can speak to them, and you know what? You can do that by just touching a bottom.

2.6. The Kichwa-English dictionary

Kichwa and English are completely different languages, even though, both of them are very important for the creation of this dictionary.

On the one hand, there is the Kichwa language, which is an ancestral Ecuadorian language that is in a process of enrichment. This language is one of many among the nationalities existing in this country, and like the others has its importance and trajectory. This language has to be promoted and used to avoid its vanishing.

On the other hand, there is the English language that, unlike Kichwa, is an international language spoken all over the world, therein lies its importance. English is a world known language in comparison to Kichwa language, but that does not mean it is going to outshine the Kichwa language. On the contrary, they can join to mutually benefit each other.

These two languages will be joined to create a bilingual dictionary. This dictionary will be designed for students of 8th, 9th, and 10th grades. This dictionary will be divided in categories. Additionally, it will contain a variety of pictures to engage the students.

The dictionary will be organized in the following manner:

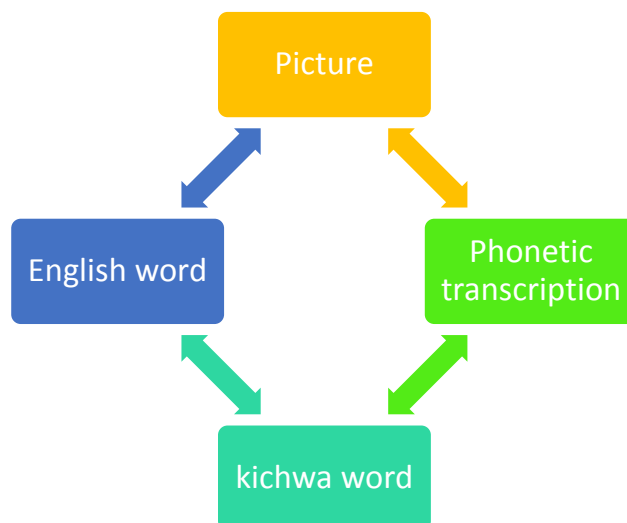
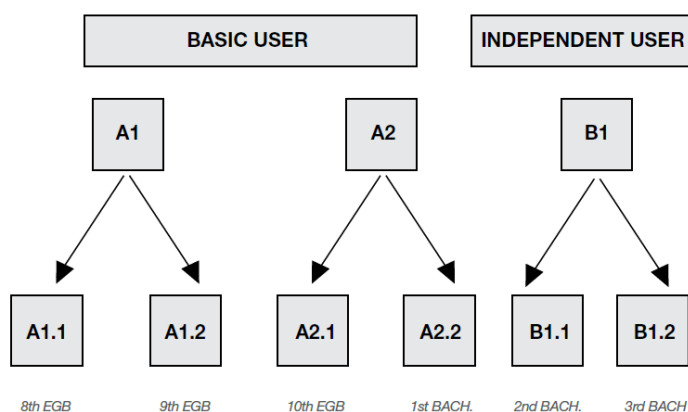


Figure2: Organization of the dictionary

It is important to say that the dictionary will be divided into categories. The words for each category will be obtained from the source above mentioned. Also, it will contain pictures to make it more appealing.

The following chart explains the Levels of proficiency for the English subject and their application per school year (Ministerio de Educación, 2014, p. 7):

Figure 2: Levels of proficiency and their application per school year.



Adapted from the Common European Framework of Reference for Languages: Learning, teaching, assessment, by the Council of Europe, 2003.

Source: *Ministerio de Educación*

These three levels are explained in detail in the following lines.

- “A1 level: This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level, for example, learners are able to introduce themselves and introduce others and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly” (Ministerio de Educación, 2014, p. 6).
- “A2 level: This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs” (Ministerio de Educación, 2014, p. 6-7).
- “B1 level: This is accomplished when the language learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities. Additionally at this level, learners are able to (1) communicate effectively while traveling in countries that use the target language, (2) write simple, coherent essays about familiar topics, personal interests, experiences, events, and desires, and (3) justify their opinions (i.e. by giving simple, brief reasons) and explain their future

plans (Ministerio de Educación, 2014, p. 7).

As this dictionary would be designed for 8th, 9th, and 10th graders, the levels of proficiency to be considered would be A1.1 - A1.2 - A2.1. By following those guidelines, this research would guarantee that the vocabulary in this dictionary will be selected under the requirements given by the Ministry of Education which follows, in part, the same purpose of this dictionary that is to ensure and contribute to the development of the English learning process.

CHAPTER III

METHODOLOGY

This investigation will use a mixed method approach. This mixed method approach involves integrating quantitative and qualitative methods to understand a research problem. Due to this research is based in both quantitative and qualitative methods, the mixed method is considered the best option.

To collect data for the elaboration of this dictionary, it will be necessary to elaborate some interviews, which aims to collect qualitative information. These interviews have the purpose of knowing the opinion of specific people regarding the creation of the Kichwa-English dictionary.

On the other hand, to obtain the vocabulary for the dictionary it will be necessary to carry out surveys which aim to collect quantitative data. These surveys will be designed for English teachers of the “Unidad Educativa Intercultural Bilingue Quilloac” to know which vocabulary they consider is the most important for students.

3.1. Type of research

The methodology suits this work as non-experimental research because of 3 reasons:

3.1.1. Non-experimental design: It is a non-experimental design because this dictionary is only going to be created for Kichwa speakers learning English. It will not be applied in the classroom. Therefore, there

will not be a treatment neither a control group.

3.1.2. Independent Variables: It does not modify the variables. It just observed and analyzed the sample in its natural context.

1.1.3. Overall picture: instead of examining each relation it gives an overall picture of a phenomenon.

3.2. Population and Sample

Population is the group of people to which the researcher is interested in, and to whom the result of the research would be generalized. Population is divided into two groups which are the target population and the accessible population. The target population is the whole group of people that the researcher wants to generalize. On the other hand, the accessible population is the exact group of people to which the researcher has access (MacMillan, 1996).

3.2.1. Target population

The scope of this research will be the “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac”, located in the province of Cañar, and its 663 students (See Appendix 1).

3.2.1.2. Accessible population

The accessible population will be the students of 8th, 9th, and 10th grades. They have a beginning English level. The total number of students in these three grades is 214 (See Appendix 1)

3.2.1.3. Sample

The sample is the selected people from whom information is obtained (MacMillan, 1996). The total numbers of students in 8th grade is 48 (See Appendix 2), in 9th grade, there are 68 (See Appendix 3) and in 10th grade there are 98 students (See Appendix 4).

3.3. Subjects

A subject is an “individual from whom information is obtained” (MacMillan, 1996). The age range of the subjects goes from 11 to 18 years old. Besides, 110 students are boys and 104 are girls (See Appendix 2, 3, 4).

3.4. Data collection techniques

For the development of this project, two collection methods will be used; a survey and an individual interview.

3.4.1. Individual interviews

It is designed to create a conversation between two people in order to elicit the interviewee’s knowledge or opinion on a topic (Queen and Cochran, 2002). The questions of the interviews will be related to the elaboration of the dictionary. In total, there will be three different interviews. One of these will be elaborated for Kichwa teachers the other one will be designed for English teachers, and the last one would be designed for the students.

Since there are many students in those three grades, it will take too much time to interview all of them, therefore, only two will be selected. In the same way two Kichwa teachers will be interviewed. In the case of English teachers, only one will be individually interviewed.

3.4.2. Surveys

A survey is a data collection method designed to obtain information about peoples' attitudes, behaviors, opinions and beliefs. The interviews facilitate the "gathering of information from a number of individuals, a "sample," in order to learn something about the larger population from which the sample has been drawn." (Feber, Sheatsley, Turner, Waksberg, 1980).

A survey will be created with the purpose of discovering which topics inside the "National Curriculum Specifications" for the eighth, ninth, and tenth year of Basic General Education levels, are considered the most relevant in accordance to the criteria of the English teachers of the "Unidad Educativa Intercultural Bilingue Quilloac."

To know how the surveys will be elaborated it is important to know that the CEFR (Common European Reference) establishes six levels of English proficiency which are:

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,
- C1-C2: proficient users of the language

In the same way, the CEFR set up that in the Ecuadorian Educational System, students should have a B1.2 level by the end of 3rd bachillerato.

Now, this dictionary is going to be elaborated for students of 8th, 9th, and 10th grades of EGB (Educación General Básica), so the levels of proficiency to consider are: A1.1, A1.2, A2.1, each one corresponding to each grade (see appendix 5, 6, and 7).

The “National curriculum Specifications for the English subject “ provided by the Ministry of Education presents charts that explains in detail the functions, vocabulary, and grammar needed in each grade. To design this survey the vocabulary section from each level chart will be considered. All the categories listed in the vocabulary sections will be put in the survey. Then, from that list of vocabulary categories, teachers will have to choose the most relevant ones.

3.5. Data organization techniques

Due to the fact that this research project has its bases on the mixed method approach, the results will be presented in two formats.

First, the results of the individual interviews will be organized into paragraphs to make the information more understandable for the analysis process.

Second, the results of the surveys have to be numerically presented using charts and or graphics.

3.6. Data analysis techniques

Once the results of the interviews are obtained, these will be interpreted and written down into even more comprehensible and coherent paragraphs, in order to obtain a conclusion.

In the same way, the surveys will be statistically analyzed and interpreted by means of percentages and averages, to know the most common vocabulary categories.

3.7. Consideration of extraneous variables.

Something that is important to consider and that can interfere with the elaboration of this dictionary is, first, not having the collaboration of teachers of “Unidad Educativa Comunitaria Intercultural Bilingue Quilloac” for the interviews and surveys. Also, students would not be willing to be interviewed. If it happens the information gathered will not be 100% complete, neither it will be reliable. Second, the school programs or holidays can be prejudicial with the established chronogram. To conclude, teachers may not have time to carry out the interviews which can be potentially harmful because it would take more time than expected.

3.8. The design of the dictionary.

This section is dedicated to explaining the structure and format of the dictionary. This dictionary will follow the American Heritage Dictionary format. The pronunciation in phonemic symbols will be included, but the origin of the words will be omitted since it is not the objective of this dictionary to teach the origin of words but its meaning.

The format of the Kichwa-English dictionary will contain the following:

a) Acknowledgement

A brief acknowledgment written by the authors will be included.

b) Introduction

A short introductory paragraph will be written for the readers.

c) Table of contents

It will provide a general idea of the structure of the dictionary and will

facilitate the readers to find the vocabulary categories of the dictionary faster.

d) A guide on the usage of the dictionary

A short explanation of the correct use of the dictionary will be included so that the readers can use it appropriately.

e) Literature

This section will contain the literary works from where the vocabulary categories and any other information included in the dictionary were taken.

CHAPTER IV

RESULTS: ANALYSIS AND INTERPRETATION

This chapter will be divided into two sections. The first section will be the analysis of the interviews, and the second one will be the analysis of the surveys.

4.1 Analysis and interpretation of the Interviews

4.1.1 Analysis

Consequently, the information gathered from the interviews will follow a process of analysis which aims to convert this data into reliable written information presented in paragraphs.

This section displays the interviewees' opinion about the creation of a Kichwa-English dictionary.

It is important to mention that these interviews will be applied to five participants; all of them are part and take different roles at the “Unidad Educativa Intercultural Bilingüe Quilloac.” Two of them are students of the institution, two more subjects are Kichwa language teachers, and the remaining subject is an English language teacher. Their names will remain anonymous for privacy purposes.

The most relevant thoughts gathered from these interviews were:

- **From the Kichwa language teachers**
 - They truly believe that they need a bilingual Kichwa-English

dictionary because of the lack of such material in their institution.

Besides, they said that the dictionary would keep the Kichwa language alive, which is essential since they are Kichwa speakers.

- Another thought was that Kichwa language is complex and a well-structured language and it must be practiced. Also, that it will be imperative to include a section within the dictionary that explains that words in Kichwa language are not arbitrary given meanings, but they evolve from other words, like the seed which grows and becomes a plant, fruit, and so on.
- They stated that in recent days, people are moving away from using the Kichwa language. They also said that only senior citizens are using it, while young people are forgetting it.
- They expressed that a dictionary of this kind can arouse the curiosity of students. Moreover, they affirmed that the Cañari people would feel identified with this dictionary since it will be elaborated using their native language. This statement shows that creation of teaching material in the Kichwa language is necessary to make students and young people see the value of their mother tongue (See Appendix 8 and 9).

- **From the English language teacher**

- This teacher has never used teaching materials elaborated in Kichwa language because of two reasons, first, because he does not speak Kichwa, and second, for the lack of material written in this tongue.

- Learning English is already difficult for students who know Spanish, even more, for Kichwa speakers who have first to learn Spanish and then, learn English. Therefore, he stated that a Kichwa-English dictionary would be helpful for Kichwa speakers since it will be written in their native language to which they are more familiarized.
- They finally said that it would be good to include, within the dictionary, information related to the Cañari culture (See Appendix 10).

- **From the two students of the Institution**

It is important to know that one of the students was a Kichwa language speaker and the other one was a Spanish language speaker. Even though they speak different languages, both had similar thoughts:

- Once again, these participants also mention that the English teachers of the institution give their classes in the Spanish language to the English language because they do not speak Kichwa at all.
- Both students firmly believed that a Kichwa-English dictionary would be a good tool for them to keep developing as students.
- The student who speaks Kichwa expressed that this dictionary could help him learn English without having to learn Spanish first. On the other hand, the Spanish speaker student conveyed that the dictionary will lead him not only to learn English but also the

Kichwa language.

- The student whose native language is Kichwa, mentioned something crucial. It was that young people are not or barely using the Kichwa language. Also, he said that a Kichwa-English dictionary could benefit him and other Kichwa speakers because they would have more opportunities to use their mother tongue.
- Additionally, they both agreed with the idea of including pictures related to the topics from the dictionary, because this will get their attention and they will be more likely to read what is written down (See Appendix 11 and 12).

4.2 Analysis and Interpretations of the surveys

The survey was applied to 3 English teachers (See Appendix 11). The survey contained all the vocabulary categories that, in accordance to the National Curriculum Guideless, should be taught in 8th (A1.1), 9th (A1.2), and 10th grade (A2.1).

During the school year, there are always some situations that prevented teachers to overlay all the learning objectives aimed at the beginning of it, therefore, teachers were asked to choose the most relevant vocabulary categories they will try to cover in each grade (level).

4.2.1. From the 8th grade (A1.1 level)

In accordance with the *National Curriculum Guidelines*, there is a total of 29 vocabulary categories that students from the 8th grade (A1.1) should learn:

Chart 3: Level A1.1 vocabulary content (8th grade)

VOCABULARY CONTENT FROM A1.1 LEVEL STUDENTS SHOULD LEARN IN 8TH GRADE	
1. Introductions (formal & informal)	16. School subjects
2. Greetings and farewells (formal & informal)	17. Adjectives to describe appearance
3. Common classroom expressions	18. Hobbies
4. Classroom items and supplies	19. House and furniture
5. Personal belongings.	20. Prepositions of place: under, next to, between, etc.
6. Adjectives (size, shape, length, etc.)	21. Some/any
7. Numbers 1 - 100	22. Worldwide holidays
8. Alphabet	23. Common gifts
9. Countries	24. Days of the week
10. Nationalities Av. & St.	25. Months of the year
11. Occupations	26. Clock time (formal & informal).
12. Occupations	27. Leisure activities (hobbies)
13. Family members	28. Sports Food items (snacks, dishes, etc.)
14. Positive and negative adjectives (to describe physical appearance)	29. Expressions (Great, me too, ugh!)
15. Colors	

Source: *Ministry of Education (2014)*

From these 29 categories, only 12 of them were selected three times by the English teachers of the institution:

Chart 4: *Level A1.1 vocabulary content chosen by the teachers*

LEVEL A1.1 VOCABULARY CATEGORIES FOR 8TH GRADE CHOSEN BY THE TEACHERS		
1. Adjectives to describe personal appearance	2. Alphabet	3. Classroom items
4. Common classroom expressions	5. Colors	6. Days of the week
7. Family members	8. Greetings and farewells	9. Months of the year
10. Numbers 1-100	11. Occupations	12. Positive and negative adjectives

Source: *Pichasaca and Piña*

On the one hand, it is noticeable that teachers have chosen only the categories that are mostly related to the basics of communication, and to the immediate environment of the students. These categories will help them to produce outcomes such as “Greetings,” how to use “positive and negative adjectives,” how to count “numbers” from 1 to 100, and so on.

On the other hand, teachers have left behind some categories which are clearly not closely related to the students’ direct environment, such as “countries,” “worldwide holidays,” or “nationalities.”

Some other categories might have been omitted because they are probably not as important as others, as in the case of “hobbies” which can be easily surpassed in importance by “the alphabet” for example.

Plus, some remaining categories might have been passed over because they are probably too complex for the actual level of the students (A1.1), as in the case of “preposition of place,” “expressions,” or “clock time.”

4.2.2. From the 9th grade (A1.2 level)

Once again, according to the *National Curriculum Guidelines*, there is a total of 29 vocabulary categories that students from the 9th grade (A1.2) should learn during the school year:

Chart 5: *Level A1.2 vocabulary content (9th grade)*

VOCABULARY CONTENT FROM A1.2 LEVEL STUDENTS SHOULD LEARN IN 9 TH GRADE	
1. Food items (national & international)	16. Apologies
2. TV shows (national & international)	17. Expressions of opinion
3. Movie genres	18. The neighborhood
4. Music genres (national & international)	19. Past and present famous people
5. Local sports	20. Months of the year
6. Action verbs (e.g. swim, dance, etc.)	21. Days of the week
7. Daily routines	22. Expressions for good wishes (E.g. Have a nice...; Give my regards/best wishes to)
8. Weekend activities	23. Greetings & leave-taking expressions (E.g. Welcome...; I hope to see you again)
9. TV programs	24. Gratitude expressions (E.g. Thanks a lot; that's very kind of you, etc.)
10. Types of music	25. Leisure activities
11. Local places in a city, town (airport, grocery store, bank, etc.)	26. First time and last time experiences
12. Compound nouns (Movie Theater, food court, shopping mall, etc.)	27. Collocations (do, go, have, etc.)
13. House and furniture	28. Chores and activities
14. Local places in a city, town	29. Occupations

15. Common activities in a city or town

Source: *Ministry of Education (2014)*

This time, the number of categories selected by the teachers significantly declined. In comparison with the 12 categories selected from the 8th grade, only 4 categories, from the initial 29 of the 9th grade, were chosen by the English teachers:

Chart 6: *Level A1.2 vocabulary content chosen by the teachers*

LEVEL A1.2 VOCABULARY CATEGORIES FOR 9 TH GRADE CHOSEN BY THE TEACHERS		
1. Apologies	2. Daily routines	3. House and furniture
4. Local places in a city.		

Source: *Pichasaca and Piña*

Anew, it is observable that the teachers have focused their attention on the categories related to the students' daily life, but this time, they have taken a bigger scope, since they have selected categories like “house and furniture,” “daily routines,” and “local places in the city.” These categories are still part of the students' life, but they also involve their home and town. Even so, it is pretty surprising that so many categories have been left aside.

Some other categories might have been omitted because they were already taken into account on the previous level, such as “occupations,” “greetings,” “days of the week,” and “months of the year.”

It also seems to be that teachers did not consider some categories

important because they were already omitted on the previous level (8th grade). Some of these categories are “leisure activities,” and any topic related to matters like “international food,” “international TV shows” or “international music.”

Moreover, some categories such as “collocations” and “expression of opinion and good wishes,” might not have been selected due to the English level (A1.2.) that the students are situated at present.

At last, the remaining categories might have been disregarded because of the teachers’ arbitrary decision.

4.2.3. From the 10th grade (A2.1. level)

Finally, 50 categories take part of the content for the vocabulary objectives of the 10th grade (A2.1). These are:

Chart 7: *Level A2.1 vocabulary content (10th grade)*

VOCABULARY CONTENT FROM A2.1 LEVEL STUDENTS SHOULD LEARN IN 10TH GRADE	
1. Personality traits (positive and negative features)	26. Jobs
2. Classroom and home objects	27. Months of the year and seasons
3. Clothing items	28. Clothing items and accessories
4. Occupations	29. Words and expression related to fashion (trends, industry, decades, etc.).
5. Countries	30. Adjectives related to shapes and sizes (baggy, small, tight, etc.).
6. Breakfast, lunch and dinner food	31. Adjectives to describe hairstyle
7. Snacks and desserts	32. Common Expressions: Oh, you look...
8. Food groups	33. Replies to compliments
9. Cooking methods	34. Vacation sports

10. International dishes	35. Local activities (e.g. go to a club, take pictures)
11. Health problems related to food	36. Travel and holiday vocabulary
12. Household chores	37. Plans (personal and professional)
13. Common everyday errands	38. Changes: appearance, money, skills
14. Foods at the supermarket	39. People, places to go and events (the theater/a play, the cinema/ a film, a show, a concert, a football match, an art gallery, the zoo, a music festival, a theme park, a club/a disco, Internet café)
15. Places in a town	40. Family members
16. Food groups	41. Comparison of adjectives with than
17. International cuisine	42. Household chores
18. Measures (a gallon, a head, a pound, etc.)	43. Common everyday errands
19. Sports and activities (indoors & outdoors)	44. Foods at the supermarket
20. Cultural activities	45. Places in a town
21. Classroom activities	46. Food groups
22. Household chores	47. International cuisine
23. School subjects	48. Measures (a gallon, a head, a pound, etc.)
24. Familiar locations (at the mall, at the school cafeteria, at an amusement park, at the beach, etc.).	49. Sports and activities (indoors & outdoors)
25. Special interests (crafts, hobbies, a collection, a sport, a free time activity).	50. Cultural activities

Source: *Ministry of Education*

From the table anteriorly showed, there are 7 categories that were chosen by the English teachers:

Chart 8: *Level A2.1 vocabulary content chosen by the teachers*

Level A2.1 vocabulary categories		
1. Adjectives to describe hairstyle	2. Clothing items and accessories	3. Common Expressions
4. Family members	5. Food at the supermarket	6. Seasons of the year

7. Personality traits		
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Source: *Pichasaca and Piña*

One more time it is visible that some categories were disesteemed because they were already seen in the previous levels (A1.1. and A1.2.); divisions such as “classroom objects,” “occupations,” and “months of the year.”

Plus, it could be stated that some other categories might have been incorrectly chosen, because some of them like “household chores” are way more important in the learning process than “adjectives to describe hairstyle.”

Other categories might have been discounted due to their lack of importance. Some of these categories could be “words and expression related to fashion,” “international cuisine” or “vacation sports.”

Also, it is imperative to state that some categories that could be considered important for the students learning process have been brushed-off. Some of them like “measures,” and “comparison of adjectives with than” could have been easily selected over others.

Finally, it could be said again that teacher could have erroneously chosen some categories because of:

- An excessive amount of categories to choose from.
- Lack of effort when selecting the most important vocabulary divisions.

It is believed that some of the elements that may have been considered by teachers when selecting each of the categories of the vocabulary were:

- The degree of importance of the topics and the vocabulary categories.
- The degree of difficulty of the vocabulary level or school year.
- The English language proficiency level of the students on each school year or level.
- The direct relationship between the environment and the daily lives of the students and the vocabulary that could serve them more around it.

4.2.4. Extra Categories

Although the judgment of teachers when selecting the categories that will be part of this dictionary is highly valued, there are 9 categories that will be additionally included by the researchers. These categories are:

Chart 9: *Extra categories chosen by the researchers*

Extra Categories		
1. Animals	2. Common questions	3. Common classroom expressions
4. Congratulations	5. Expressing needs and feelings	6. Human body
7. Personal pronouns	8. Students' responses and questions	9. The times

Source: *Ministry of Education*

These categories were chosen over others because they are crucial to

the basics of communication of the students. For example, knowing “the personal pronouns” is imperative to generate a complete and a right outcome. If students are not aware of the personal pronouns, they would not be able to communicate accurately.

In the same way, “expressing needs and feelings,” “congratulations,” and “common expressions” are relevant categories that will help students learn how to express their doubts, thoughts, and feelings. The category “common questions” will be a great aid for the students because it includes some common questions used in everyday conversations so it will help them not only inside the classroom but also outside it.

Categories such as “the times,” “human body,” and “animals” are categories which are directly related to the learner's immediate environment, therein lies its importance. The researchers have tried to find categories which can help students develop their communicative skills.

These categories have been considered highly important for the development of a good final product (dictionary), and in particular for the proper development of the students in the subject of English language.

In total, the dictionary will contain 32 vocabulary categories

Chart 10: *Total number of vocabulary categories for the dictionary*

Vocabulary Categories		
1. Accessories and jewelry	2. Adjectives to describe hairstyle	3. Adjectives to describe personal appearance
4. Alphabet	5. Animals	6. Apologies

7. Classroom items	8. Clothing items	9. colors
10. Common classroom expressions	11. Common expressions	12. Common questions
13. Congratulations	14. Daily routines	15. Days of the week
16. Expressing need and feelings	17. Family members	18. Food at the supermarket
19. Fruits	20. Greetings and farewells	21. House and furniture
22. Human body	23. Local places in a city	24. Months of the year
25. Numbers 1-100	26. Occupation	27. Personal pronouns
28. Personality traits	29. Positive and negative adjectives	30. Seasons of the year
31. Students' responses and questions	32. The times (in the morning, in the afternoon, etc.)	

Source: *Pichasaca and Piña*

The analysis of the results of the interviews and the surveys has been carried in the most productive way that the researchers are capable of. It has followed processes of comparison, elimination, assumption, intuition, and

categorization that will guarantee the objectiveness of the results.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After compiling the necessary information and results of this research, it is a need to set up some conclusions and recommendations for future studies

5.1 Conclusions

The interviews conducted at “Unidad Educativa Comunitaria Intercultural Bilingue Quilloac” allowed the researchers to confirm the existence of the problem propounded in chapter I. The data analysis corroborates the lack of materials to learn the English language directly from the Kichwa language. Indeed, there is not such material like a Kichwa-English dictionary to learn English directly from Kichwa; therefore, this dictionary is a major need for the students of this “Unidad Educativa.”

English teachers that work in this institution do not speak the Kichwa language. As a consequence, they use their mother tongue (Spanish) to teach English, but it is necessary to consider that the students, who are the main participants in the educational system, have the right to use their mother tongue (Kichwa) while learning English.

The data analysis revealed that students’ attitude towards the creation of a Kichwa-English dictionary was excellent. Students were interested in the dictionary. Although, not all of them speak the Kichwa language as their mother tongue, they still were interested in it. This makes the researchers believe that the creation of this dictionary will be well received.

In accordance with the result obtained from the interviews to the students

of the institution, a dictionary which contains pictures related to each one of the words, will make it eye-catching for the students. As a result, students will be more interested in using a material with such striking characteristic.

According to the data obtained from the interviews, indigenous people, especially the younger generation, are forgetting their native language. The Spanish language is replacing the Kichwa language among the youth. Consequently, the researchers believe that ancestral language should be promoted to avoid its extinction. That is why the creation of teaching materials that involve both the Kichwa language and the English language is an urgent and important duty.

A dictionary which includes English; an important language used all over the world, and Kichwa; an ancestral language that needs to be preserved, is a demonstration of how two different languages can work together and thus benefit mutually. The researchers believe that this research project might serve as an example and starting point for later teaching material development and more researches related to the field.

5.2 Recommendations

“Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” needs a variety of teaching materials elaborated in the Kichwa language. Interesting didactic materials might solve in part the lack of interest of students for their native tongue (Kichwa). If their mother tongue gets involved in their educational process, they will realize how important it is to preserve and use it.

Even though it can be difficult to find teachers who can speak Spanish, Kichwa and English, the “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” should consider hiring these trilingual teachers because they would be able to use and develop various didactic materials to teach the English language while using the Kichwa language.

Students always need different didactic materials during their entire learning process, not just in the English subject but in every subject. Therefore, “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” should consider promoting the creation of these materials to allow students have access to them during their entire learning process.

For further investigations, it would be really important to make a detailed study of the types of didactic material that are more likely to get the attention of the students, and then, based on the results obtained from the study, design many didactic materials as possible.

It is crucial to emphasize that not only this "Unidad Educativa" but also the students' families and the community itself, have a lot to do in preserving their ancestral language. At home, parents should transmit their native



language to their children. Also, the community should create spaces in where the Kichwa language is seen as a symbol of cultural wealth and pride.

Finally, it remains to mention that this Kichwa-English dictionary was elaborated based entirely on the results obtained from this research project. It will be excellent if this tool could be used in further investigations to discover its effectiveness when teaching the English language directly from the Kichwa language.

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APPENDICES

Appendix 1: Total number of students in the institution

Institución Educativa:

Régimen:

Año Lectivo:

UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL
BILINGÜE "QUILLOAC"

SIERRA

2015 - 2016



Ministerio
de Educación

GRADOS	N° ESTUDIANTES
INICIAL 1	16
INICIAL 2	11
1°	12
2°	21
3°	23
4°	26
5°	19
6°	17
7°	22
8A	23
8B	25
9A	33
9B	35
10A	34
10B	33
10C	31
1A	23
1B	25
1C	27
2A	31
2B	27
2D	31
3A	25
3B	28
3C	24
10N	6
1BN	7
2BN	13
3BN	15
TOTAL:	663



Appendix 2: List and number of students in eighth grade

Institución Educativa: UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL
BILINGÜE "QUILLOAC"
Régimen: SIERRA
Año Lectivo: 2015 - 2016
Jornada: MATUTINA
Año Escolar: OCTAVO EGB
Paralelo: "A"



Ministerio
de Educación

No.	CÉDULA	NOMBRES COMPLETOS	FECHA DE NACIMIENTO	AÑOS CUMPLIDOS	PROMOCION
1	0350000873	AGUAIZA QUINDI JAIME IVAN	28/09/2003	12	Promovido
2	0302540786	AGUAYZA LLIGUICOTA ERIKA ISABEL	24/02/2004	11	Promovido
3	0303153233	ALVAREZ QUINDI ALEXANDRA	08/01/2003	13	Promovido
4	0350001020	DUCHI QUINDI JENNYFER GUADALUPE	12/11/2003	12	Promovido
5	0302904271	ENCALADA TENESACA LENIN ISRAEL	02/09/2003	12	Promovido
6	0302487442	ESPINOZA BERMEJO FREDDY ALEXIS	04/09/2003	12	Promovido
7	0302561634	GUAMAN DUTAN CRISTIAN JAZER	28/11/2003	12	Promovido
8	0350000899	GUAMAN MAINATO CARMEN JANNETH	09/10/2003	12	Promovido
9	0302484258	GUAMAN PICHAZACA ILLATI	12/01/2004	13	Promovido
10	0302856877	GUAMAN PICHIZACA NANCY VERONICA	19/07/2003	12	Promovido
11	0302487624	GUARTACHO TENESACA GLORIA MERCEDES	13/04/2004	11	Promovido
12	0302858675	MAYANCELA GUAMAN SANDRA ALICIA	10/01/2003	13	Promovido
13	0302484407	MOROCHO LAZO SARA MERCEDES	03/12/2002	13	Promovido
14	0350000980	MOROCHO SOLANO JONNATHAN PAUL	10/08/2003	12	Promovido
15	0302651575	PICHASACA DUTAN CARLOS JONNATHAN	12/11/2003	12	Promovido
16	0302566419	QUINDE GUAMAN KURI AMARU	29/07/2003	12	Promovido
17	0350002580	QUINDI CAIZAN JORGE IVAN	27/09/2003	12	Promovido
18	0350000956	QUINDI PICHAZACA CRISTIAN FABRICIO	14/11/2003	12	Promovido
19	0350311627	QUINDI QUINDI JHONATAN JOSE	27/03/2003	12	Promovido
20	0105666127	SIGUENCIA LEON CINDY ALEXANDRA	12/08/2003	12	Promovido
21	303143838	SIGUENCIA QUINDE FREDDY BOLIVAR	15/11/2001	14	Promovido
22	0302542303	SIGUENCIA SIGUENCIA EDISON STEVEN	28/12/2003	12	Promovido
23	0302484274	ZHININ PUNIN MIGUEL LAUDELINO	07/04/2003	12	Promovido



Institución Educativa: UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL
BILINGÜE "QUILLOAC"
Régimen: SIERRA
Año Lectivo: 2015 – 2016
Jornada: MATUTINA
Año Escolar: OCTAVO EGB
Paralelo: "B"



Ministerio
de Educación

No.	CÉDULA	NOMBRES COMPLETOS	FECHA DE NACIMIENTO	AÑOS CUMPLIDOS	PROMOCIÓN
1	302540448	CABRERA FERNÁNDEZ NUBE JANNETH	11/08/2003	12	Promovido
2	350160636	CAGUANA GUAMAN JOSÉ JAVIER	06/03/2004	11	Promovido
3	350104972	CHIMBO GUAMAN JEFFERSON MANUEL	07/06/2002	13	Promovido
4	350000881	CHUCHO LLANGARI PASCUAL VINICIO	12/07/2003	12	Promovido
5	302913546	GUAMAN CHIMBAINA ANGEL PATRICIO	17/01/2003	13	Promovido
6	302895685	GUAMAN CHIMBAINA DIEGO ARMANDO	11/10/2003	12	Promovido
7	0302673686	GUAMAN GUAMAN CLARA SUSANA	24/05/2003	12	Promovido
8	0350002598	GUAMAN GUAMAN CRISTIAN PATRICIO	27/04/2004	11	Promovido
9	303014351	GUAMAN POMAVILLA NUBE BEATRIZ	07/04/2003	12	Promovido
10	302484175	MAINATO ACERO JEANNETH ESTEFANIA	17/11/2003	12	Promovido
11	302891148	MAINATO POMAVILLA LUIS JAVIER	03/07/2003	12	Promovido
12	350159943	MOROCHO FALCON ALEX MAURICIO	11/12/2003	12	Promovido
13	350000923	MOROCHO PICHASACA SILVIA VERONICA	14/09/2003	12	promovido
14	0302903778	NEIRA CALLE ESTRELLA MARISOL	15/02/2003	12	promovido
15	302483995	NEIRA NEIRA CARMEN GISELLA	10/02/2003	12	promovido
16	302484019	NEIRA NEIRA ROMMEL LIZANDRO	14/12/2003	12	promovido
17	302484076	ORTIZ SOLORZANO MONICA ARACELY	12/11/2003	12	promovido
18	302488507	PICHAZACA ACERO FRANKLIN ABEL	17/09/2003	12	promovido
19	302872247	PIZHA SIMBAINA ROSA ANGELICA	21/04/2003	12	promovido
20	0302484050	POMAVILLA ZARUMA LUIS DAVID	13/03/2004	11	promovido
21	302549373	QUIZHPI GUAMÁN LUIS RAFAEL	07/07/2003	12	promovido
22	350382487	SANTOS GUAMÁN MARÍA CRISTINA	06/11/2002	13	promovido
23	350313326	TENEZACA FALCON MARÍA TERESA	19/07/2001	14	promovido
24	0302545728	VACACELA POMAVILLA JONNATHAN FABRICIO	28/08/2002	13	promovido
25	302718341	VELÁSQUEZ GRANDA CRISTOPHER ALEXANDER	10/12/2003	12	promovido



TOTAL NUMBER OF STUDENTS IN EIGHT GRADE 48

Appendix 3: List and number of students in ninth grade

Institución Educativa: UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL
 BILINGÜE "QUILLOAC"
 Régimen: SIERRA
 Año Lectivo: 2015 - 2016
 Jornada: MATUTINA
 Año Escolar: NOVENO EGB
 Paralelo: "A"



Ministerio
de Educación

No.	CÉDULA	NOMBRES COMPLETOS	FECHA DE NACIMIENTO	AÑOS CUMPLIDOS	PROMOCIÓN
1	0350002564	ACERO CHUMA CARLOS BENJAMIN	05/02/2001	14 AÑOS	Promovido
2	0302546262	AGUAIZA MAYANCELA EDISON MANUEL	11/02/2002	13 AÑOS	Promovido
3	0302546742	ALLAICO MAYANCELA MAYRA ISABEL	19/10/2002	13 AÑOS	Promovido
4	0350150991	ALVAREZ SANANGO LUIS ADRIAN	04/09/2002	13 AÑOS	REPROBADO
5	0302913660	BUÑAY SALTO JENNYFER ALEXANDRA	15/05/2003	12 AÑOS	Promovido
6	0302483979	CALLE ANGAMARCA CARMEN NOELIA	24/03/2003	12 AÑOS	Promovido
7	0302820105	CASTILLO FALCON JESSICA PRISCILA	13/10/2002	13 AÑOS	Promovido
8	0302389408	CUNIN VELASQUEZ AXEL SILVERIO	25/02/2002	14 AÑOS	Promovido
9	0302694542	DUCHI FLORES ROSA JANNETH	07/09/2001	14 AÑOS	Promovido
10	0302903885	GUAMAN ACERO MARCO RAFAEL	15/03/2000	15 AÑOS	Promovido
11	0350133799	GUAMAN BUÑAY JENNYFER DANIELA	01/04/2003	12 AÑOS	Promovido
12	0302602834	GUAMAN CHIMBAINA FREDDY LUCAS	03/03/2001	13 AÑOS	Promovido
13	0350001244	GUAMAN GUAMAN EDISON WILLIAN	25/01/2000	16 AÑOS	Promovido
14	0350001459	GUAMAN HUERTA LUIS ANGEL	09/01/200	15 AÑOS	Promovido
15	0350156642	LUCERO CHIMBO JOHN PATRICIO	17/12/2002	13 AÑOS	Promovido
16	0302794375	MAINATO CUNGACHI VILMA ELIZABETH	08/11/2001	13 AÑOS	REPROBADO
17	0350109856	NEIRA ORTIZ DARWIN FERNANDO	08/03/2002	13 AÑOS	Promovido
18	0350001046	PICHASACA CHUMA MARCO JOSE	27/02/1998	17 AÑOS	REPROBADO
19	0302683503	PICHASACA TENECALA LOURDES ALEXANDRA	DESERTOR		DESERTOR
20	0302820634	PICHAZACA FLORES BLANCA INES	23/05/2000	14 AÑOS	Promovido
21	0302489802	PICHAZACA LAZO ROSA MERCEDES	14/04/2002	13 AÑOS	Promovido
22	0302489240	PICHAZACA PICHASACA SEGUNDO JUAN	26/06/2002	13 AÑOS	Promovido
23	0302546213	PICHAZACA TENESACA TOA KINARA	25/11/2002	14 AÑOS	Promovido
24	0302484233	QUINDI GUAMAN SEGUNDO JOSE	11/03/2003	12 AÑOS	Promovido
25	0302546965	QUINDI QUINDI JANNETH ROSARIO	27/05/2001	14 AÑOS	Promovido
26	0302625447	QUIZHPILEMA CAMAS BYRON GEOVANNY	27/04/2002	13 AÑOS	Promovido
27	0302933056	ROJAS SINCHI FRANKLIN ADRIAN	06/12/2001	15 AÑOS	REPROBADO
28	0302655659	SINCHI PICHASACA JOSE AMERICO	31/12/2000	15 AÑOS	Promovido
29	0350001038	TENESACA BERMEJO JONNATHAN JOSE	03/09/2000	15 AÑOS	Promovido



30	0350344933	UZHCA SANAGUARAY ANGEL BENJAMIN			Promovido
31	0350154225	ZHAU POMAVILLA NUBE ROCIO	20/01/2001	15 AÑOS	Promovido
32	0350154159	ZHAU POMAVILLA VICTOR MANUEL	26/09/2002	13 AÑOS	Promovido
33	0302537485	ZHININ CAMAS FLOR CECILIA	15/06/1998	17 AÑOS	Promovido



Institución Educativa: UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL
BILINGÜE "QUILLOAC"
Régimen: SIERRA
Año Lectivo: 2015 - 2016
Jornada: MATUTINA
Año Escolar: NOVENO EGB
Paralelo: "B"



Ministerio
de Educación

No.	CÉDULA	NOMBRES COMPLETOS	FECHA DE NACIMIENTO	AÑOS CUMPLIDOS	PROMOCIÓN
1	0302820972	ALVACORA TENESACA CARLOS RODOLFO	08-abr-01	14	DESERTOR
2	0302546932	BERMEJO ALVAREZ JONNATHAN ANTONIO	15-nov-02	13	Promovido
3	0350160644	CAGUANA GUAMAN DAYSI ALEXANDRA	18-may-02	13	Promovido
4	0302679840	CASTRO ARIZAGA NANCY ERIKA	NO ASISTE		DESERTOR
5	0302544325	CAZHO BUÑAY EUGENIA MARIBEL	23-ene-03	13	Promovido
6	0302913553	CHIMBORAZO ESPINOZA EDWIN ADRIAN	03 ABLIL 2003	14	REPROBADO
7	302369228	CHIMBAINA GUAMAN CARLOS GEOVANNY	28-ene-01	15	Promovido
8	0303117626	FALCON PICHASACA LUIS RAFAEL	01-sep-00	15	REPROBADO
9	0350275855	FERNANDEZ ORTIZ ERIKA LILIANA	02-oct-02	13	REPROBADO
10	0605463439	GUAMAN CAMAS MARIA DE LOURDES	02-may-02	13	Promovido
11	0302546734	GUAMAN DUTAN EDISON JAVIER	07-jul-02	13	Promovido
12	0302797998	GUAMAN FALCON MARIA JUANA	27-ago-01	14	Promovido
13	0302859954	MAINATO ACERO CRISTIAN GEOVANNY	05-feb-02	13	Promovido
14	0302603980	MAYANCELA ACERO PEDRO LUIS	10-ago-01	14	Promovido
15	0302658307	MAYANCELA AGUAYZA JOSE HERNAN	10-jun-98	17	REPROBADO
16	0302546569	MAYANCELA SOLANO FANNY ROSA	26-ago-02	13	REPROBADO
17	0350159976	MOROCHO FALCON DANNY ANDRES	20-jun-02	13	Promovido
18	0302546205	MOROCHO PICHAZACA BRYAN NICOLAS	04-dic-02	13	Promovido
19	0350159075	MOROCHO SOLANO CESAR WASHINGTON	10-nov-01	14	Promovido
20	0302993688	MUYULEMA CASTRO BRYAN SEGUNDO	10-abr-00	15	DESERTOR
21	0302484043	ORTIZ ORTIZ BRYAN JAVIER	01-ago-02	13	REPROBADO
22	0350170726	PICHASACA VAZQUEZ JACKSON FABIAN	10-jun-00	15	REPROBADO
23	0302489174	PICHAZACA PICHASACA FANNY ALICIA	10-mar-03	12	Promovido
24	0350002572	PICHAZACA PICHAZACA CHRISTOPHER KURIÑAN	15-abr-03	12	Promovido
25	0302746102	PICHAZACA QUINDE JOHN CARLOS	01-feb-01	14	Promovido
26	0350002697	PIZHA MAINATO LIZETH LUCINDA	20-oct-02	13	Promovido
27	0350146080	POMAVILLA ZARUMA LOURDES MARISOL	19-abr-99	16	Promovido
28	0350001228	QUINDE MAYANCELA MARIA NARCISA	02-oct-01	14	Promovido
29	0302484282	QUINDI GUAMAN MARCO VINICIO	02-jul-02	13	Promovido
30	0302484001	SOLORZANO SOLORZANO ERIKA DANIELA	21-jun-02	13	Promovido



31	0302484068	SOLORZANO SOLORZANO GABRIELA NOEMI	13-oct-02	13	Promovido
32	0302595285	YUNGA MAYANCELA DAYSI VERONICA	28-ago-01	14	Promovido
33	0302541453	ZHAO YUQUIPA JONNATHAN MANUEL	28-dic-02	13	Promovido
34	0302420344	ZHININ MAINATO PAUL ANTONIO	21-jul-02	13	Promovido
35	0350166229	ZHININ ZHININ WALTER DAVID	24-dic-01	14	Promovido



TOTAL NUMBER OF STUDENTS IN NINTH GRADE: 68

Appendix 4: List and number of students in tenth grade

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Año Escolar: DECIMO EGB
Paralelo: "A"



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No	CÉDULA	NOMBRES COMPLETOS	FECHA DE NACIMIENTO	AÑOS CUMPLIDOS	PROMOCIÓN
1	0350001103	AGUAIZA QUINDI LOURDES ALEXANDRA	03/01/2002	14	Promovido
2	0302945027	AGUALEMA AGUALEMA CRISTIAN EDISON	04/02/2000	15	Promovido
3	0302426622	AGUALEMA MOROCHO KATHERINE	25/10/2000	15	Promovido
4	0350001236	AGUAYZA PARRA RONY ULICES	01/09/2001	14	Promovido
5	0302628961	BUENO LEMA CARMEN MARGARITA	20/12/2001	14	Promovido
6	0350256491	CAGUANA LALA GILMA XIMENA	24/04/2001	15	Promovido
7	0350256392	CAGUANA LALA MILTON FRANKLIN	24/04/2001	15	Promovido
8	0302658224	CASTILLO PICHIZACA JHENNY ADRIANA	15/03/1998	15	Promovido
9	0302658216	CASTILLO PICHIZACA NELVA JHESENIA	13/05/2000	15	Promovido
10	0302417886	CAZHO GUAMAN VERONICA ALEXANDRA	03/08/2000	15	Promovido
11	0302715768	CHAGÑAY GUAMAN KEVIN JOSE	20/03/2000	15	REPROBADO
12	1400954135	CRUZ ARCENTALES RICHARD OSWALDO	06/04/2000	15	Promovido
13	0302549530	CULALA SANCHEZ HENRY GUSTAVO	03/09/2001	15	Promovido
14	0350001749	DUY TENEZACA MARIA JOSE	24/12/2001	15	Promovido
15	0302902275	ESPINOZA CHIMBORAZO JOSE LUIS	20/09/2000	15	Promovido
16	0302302013	GUAMAN PICHIZACA CARMEN ISABEL	18/11/2000	15	Promovido
17	0303014310	GUAMAN POMAVILLA GLORIA MERCEDES	21/07/2001	15	Promovido
18	0302658299	HUARTACHO MAYANCELA JOSE ANTONIO	21/02/1998	18	Promovido
19	0303106280	HUILCA CHUMA JHENIFER KARINA	27/09/2001	15	Promovido
20	0302859947	MAINATO ACERO MARTHA ALEXANDRA	13/12/1999	15	Promovido
21	0302631718	MAYANCELA ACERO NANCY NATIVIDAD	30/11/2001	15	Promovido
22	0302691688	MAYANCELA MAYANCELA MARIA CECILIA	20/08/1997	18	Promovido
23	0350150546	MAYANCELA MAYANCELA MARIA TOMASA	18/09/2000	15	Promovido
24	0350001152	MAYANCELA PICHIZACA MARIA CISNE	23/01/2001	15	Promovido
25	0350001087	MOROCHO ALVAREZ ÑUSTA SISA	03/01/2002	14	Promovido
26	0302621172	MOROCHO BUSCAN DIANA ESTEFANIA	01/05/2001	15	Promovido
27	0350001269	MOROCHO PICHIZACA JHON CARLOS	08/09/2001	15	Promovido
28	0350001129	MOROCHO PICHIZACA TOA MAGDALENA	16/05/2001	15	Promovido



29	030232674 9	NAULA POMAVILLA JUAN DIEGO	25/03/2002	14	Promovido
30	035014609 8	POMAVILLA ZARUMA FREDDY ENRIQUE	28/06/2000	14	Promovido
31	035000109 5	PUNIN MAMALLACTA CRISTIAN JONNATHAN	06/01/2001	15	Promovido
32	030287325 2	QUINCHE GRANDA JHENY VERONICA	10/12/2000	15	DESERTOR
33	035021879 8	QUINDE CAIZAN JESSICA MARIBEL	23/09/2001	15	Promovido
34	030310371 7	QUIZHPI GRANDA ADRIAN PATRICIO	06/06/2001	15	DESERTOR



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 Año Escolar: DECIMO EGB
 Paralelo: "B"



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No.	CÉDULA	NOMBRES COMPLETOS	FECHA DE NACIMIENTO	AÑOS CUMPLIDOS	PROMOCIÓN
1	0302607064	ALVAREZ QUINDI GLADYS BEATRIZ	06/12/1999	16 AÑOS	Promovido
2	0302605670	CAIZAN CHIMBO JESSICA BARBARA	25/01/2002	13 AÑOS	Promovido
3	0302620976	CAMPOVERDE LALA JESSICA MARIBEL	03/10/2001	14 AÑOS	Promovido
4	0955747852	CARCHE MUZHA WILLIAN ROLANDO	26/08/2001	14 AÑOS	Promovido
5	0350205647	CASTILLO RODRIGUEZ ANDY FERNANDO	12/01/2002	14 AÑOS	Promovido
6	0302913397	CHIMBORAZO ESPINOZA MAYRA AZUCENA	20/08/2002	13 AÑOS	Promovido
7	0350001194	CHUCHO LLANGARI FANNY MARIBEL	06/02/2002	13 AÑOS	Promovido
8	0302428743	DUCHI FLORES CRISTIAN RAFAEL	07/02/2001	14 AÑOS	Promovido
9	0302768908	DUCHI MOROCHO ERIKA PATRICIA	05/11/2000	15 AÑOS	Promovido
10	0302902283	ESPINOZA CHIMBORAZO TANIA ISABEL	08/07/2002	13 AÑOS	Promovido
11	0302448980	FALCON ACERO MARIA JESUS	14/04/1999	16 AÑOS	Promovido
12	0302913298	GUAMAN CHIMBAINA JESSICA YOLANDA	11/06/2001	14 AÑOS	Promovido
13	0302895693	GUAMAN CHIMBAINA MANUEL ANTONIO	15/09/2000	15 AÑOS	DESERTOR
14	0302616396	GUAMAN PICHASACA CRISTIAN GEOVANNY	05/07/2001	14 AÑOS	Promovido
15	0350001160	GUAMAN PICHIZACA WILLIAN INTI	27/02/2001	14 AÑOS	Promovido
16	0302657879	LEMA POMAVILLA LUIS RODRIGO	12/02/2001	14 AÑOS	Promovido
17	0302891130	MAINATO POMAVILLA LOURDES MERCEDES	08/06/2001	14 AÑOS	Promovido
18	0350003653	MAYANCELA MAYANCELA CARLOS GEOVANNY	22/01/2001	15 AÑOS	Promovido
19	0302737945	ORDÓÑEZ LALA DIANA CRISTINA	25/05/2000	15 AÑOS	Promovido
20	0302104005	ORTIZ GARCIA JONNATHAN FERNANDO	16/01/2001	15 AÑOS	Promovido
21	0303146013	PARRA PICHISACA CARLOS JONNATHAN	24/04/2001	14 AÑOS	REPROBADO
22	0302489182	PICHAZACA PICHASACA NUBE ROCIO	21/06/2001	14 AÑOS	Promovido
23	0350001186	PINGUIL QUINDI JORGE SANTIAGO	29/03/2002	13 AÑOS	Promovido
24	0302707575	POMAVILLA GUAMAN CARLOS ANTONIO	16/01/2001	14 AÑOS	Promovido
25	0302735535	POMAVILLA ZHIGUISACA LUIS EFRAIN	24/08/1997	18 AÑOS	DESERTOR
26	0302601471	QUISHPILEMA ACERO DIANA CAROLINA	23/07/2001	14 AÑOS	Promovido
27	0350001327	QUIZHPILEMA GOMES MARIA ANDREA	26/10/2001	14 AÑOS	Promovido
28	0302901558	QUIZHPILEMA GUAMAN EDISON MANUEL	05/01/2000	16 AÑOS	Promovido
29	0350098257	SALTO QUIZHPILEMA EDGAR PATRICIO	08/09/1999	16 AÑOS	Promovido



30	0303031975	SALTO QUIZHPILEMA FRANKLIN ANIBAL	06/03/2002	13 AÑOS	DESERTOR
31	0302600085	SOLANO PICHAZACA CUYA CISA	20/10/2001	14 AÑOS	Promovido
32	0350049573	SOLANO TENESACA CISNE MARIBEL	10/02/2000	15 AÑOS	Promovido
33	0350001178	VASQUEZ PASTUIZACA EDISON DAVID	28/04/2002	13 AÑOS	Promovido



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Año Escolar: DECIMO EGB
Paralelo: "C"



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No.	CÉDULA	NOMBRES COMPLETOS	FECHA DE NACIMIENTO	AÑOS CUMPLIDOS	PROMOCIÓN
1	0302945092	AGUALEMA AGUAIZA RICHAR FABRICIO	12/09/2000	15 AÑOS	Promovido
2	0302902929	CABRERA FERNANDEZ MIRIAN JANNETH	11/01/2000	16 AÑOS	Promovido
3	0302743018	CAGUANA PAUTA JOHN CARLOS	14/08/1999	16 AÑOS	Promovido
4	0302876701	CELA QUINDI JOSE PEDRO	01/10/1998	16 AÑOS	Promovido
5	0302607403	CHIMBO DUY CARMEN MERCEDES	18/02/2002	13 AÑOS	Promovido
6	357217089	CUNGACHI YUGSI BLANCA NOEMI	22/08/2001	14 AÑOS	Promovido
7	0302577994	GUAMAN GUAMAN JESSICA MARIBEL	29/08/2000	15 AÑOS	Promovido
8	0302655667	GUAMAN GUAMAN JOHN ANTONIO	12/11/2000	15 AÑOS	Promovido
9	0350002721	GUAMAN GUAMAN SISNE BEATRIZ	12/06/2002	13 AÑOS	Promovido
10	0302606538	GUAMAN QUINDI JOHN DAVID	14/06/2001	14 AÑOS	Promovido
11	0302833967	GUASCO JUNCAL MARIA ISABEL	15/10/1997	18 AÑOS	DESERTOR
12	0350095956	LAZO CUNIN ROSA INES	01/07/2001	15 AÑOS	Promovido
13	0302914254	LAZO DUY CRISTIAN ALEXANDER	01/08/1999	16 AÑOS	Promovido
14	0302839568	LEMA CAGUANA JOHN GERMAN	15/05/2000	15 AÑOS	Promovido
15	0302745898	MAYANCELA ALULEMA VILMA VERONICA	02/04/2000	15 AÑOS	Promovido
16	0350018032	MAYANCELA GUAMAN NANCY VERONICA	08/01/2001	15 AÑOS	Promovido
17	03050218506	MOROCHO QUIZHPILEMA ROBERTO CARLOS	10/04/2000	15 AÑOS	Promovido
18	0302903810	NEIRA FERNANDEZ LOURDES MARIANELA	02/11/2000	15 AÑOS	Promovido
19	0606538775	ÑAMIÑA SACANCELA CARLOS ALBERTO	05/03/2001	15 AÑOS	Promovido
20	0302903489	PASTUISACA ZHININ FRANKLIN SAMUEL	28/09/1999	16 AÑOS	REPROBADO
21	0350002531	PASTUISACA ZHININ JESSICA MERCEDES	09/12/2001	14 AÑOS	DESERTOR
22	0350150462	PELAEZ VASQUEZ JUAN CARLOS	19/02/2001	14 AÑOS	Promovido
23	0302606819	PICHAZACA MOROCHO JENNY NATALY	08/11/2001	14 AÑOS	Promovido
24	0350001202	PICHAZACA PUNIN JESSICA ELIZABETH	25/05/1999	16 AÑOS	Promovido
25	0302657192	POMAVILLA CALLE SANDRA BEATRIZ	14/11/2000	15 AÑOS	Promovido
26	0350002218	QUINDE SOLANO FANNY MARITZA	05/03/2001	14 AÑOS	Promovido
27	0302820329	QUINDI DUY MARCO VINICIO	01/01/2001	14 AÑOS	Promovido
28	0302335468	QUIZHPI QUIZHPI RUBI CAROLINA	21/12/2001	14 AÑOS	Promovido
29	0302945795	SOLANO PICHASACA MIRIAM FRANCISCA	17/07/2002	13 AÑOS	Promovido



30	0302906151	SOLANO PICHIZACA ROSA ELVIA	17/11/2000	15 AÑOS	Promovido
31	0350049524	SOLANO TENESACA JHONNATAN SEGUNDO	18/11/2001	14 AÑOS	Promovido



TOTAL NUMBER OF STUDENTS IN TENTH GRADE: 98

Appendix 5: level A1.1 (8th grade)

APPENDIX 5: LEVEL A1.1 (8TH GRADE)

The following chart shows what A1.1 level students have to learn in 8th grade. The chart explains in detail the functions, vocabulary, and grammar needed to have an A1.1 level.

Chart 1: Level A1.1

TYPES OF DISCOURSE	SKILL	FUNCTION	EXPONENTS	
			VOCABULARY	STRUCTURE
Spoken	Listening-Speaking	<ul style="list-style-type: none"> Saying hello and good-bye Identifying oneself and others 	-Introductions (formal & informal) -Greetings and farewells (formal & informal)	This is+ noun Subject pronouns: I, you, we, they, etc. Verb to be: I'm, you're, she's, etc. Possessive adjectives: my, your, her, etc. Conjunction: and
Spoken	Listening-Speaking	<ul style="list-style-type: none"> Giving and understanding commands, instructions, prohibitions Making and understanding requests 	-Common classroom expressions	Please + positive imperatives: please sit down Negative imperatives: Don't... Definite article: the Can you? How do you....? What does.....mean? What's the meaning of...?
Spoken-written	Listening-Speaking-Writing	<ul style="list-style-type: none"> Identifying and finding out the names of objects/things in English 	-Classroom items and supplies -Personal belongings. -Adjectives (size, shape, length, etc.)	Question word: what Subject pronoun: it Demonstrative pronouns: this, that, these, those. Indefinite articles: a/an

Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Exchanging personal information (place of origin, age, address, telephone number, etc.) 	<ul style="list-style-type: none"> Numbers 1-100 Alphabet Countries Nationalities Av. & St. Occupations 	<p>Affirmative statements with be</p> <p>Contracted forms</p> <p>Question words: what, where, who, how</p> <p>Possessive adjectives: my, your, his, her, etc.</p> <p>Prepositions: from & in</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Identifying and describing people Talking about family members 	<ul style="list-style-type: none"> Occupations Family members Positive and negative adjectives (to describe) Physical appearance Colors 	<p>Negative statements with be, yes/ no questions, short answers.</p> <p>Question word: who</p> <p>Possessive adjectives: his, her, their, our, your (pl.)</p> <p>Plural of nouns (-s, -es and irregular case)</p> <p>Simple present: do verbs (e.g. speak, know, study, work, understand, live, etc.)</p> <p>Affirmative & negative statements with have</p> <p>Yes/ no questions and questions with how many</p> <p>Affirmative and negative answers. Possessive case: 's</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about school, teachers, and friends Describing one's house or apartment and other places Exchanging information about people, things and places. 	<ul style="list-style-type: none"> School subjects Adjectives to describe appearance Hobbies House and furniture Prepositions of place: under, next to, between, etc. 	<p>Possessive case: 's</p> <p>Possessive adjectives</p> <p>Negative statements with have and questions with how, what, where, who, how many, how old.</p>

			Some/any	Preposition: with Adverbs: here/there
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about special occasions Talking about plans and wants Telling the time 	<ul style="list-style-type: none"> Worldwide holidays Common gifts Days of the week Months of the year Clock time (formal & informal). 	<p>Verb to want+ infinitive or object</p> <p>Object pronouns: me, you, her, him, it, us, them. Prepositions: for, at, in, to</p> <p>Question words: when/ what time?</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Expressing likes and dislikes Talking about activities, places and food. Talking about possessions 	<ul style="list-style-type: none"> Leisure activities (hobbies) Sports Food items (snacks, dishes, etc.) Expressions (Great, me too, ugh!) 	<p>Simple present tense: Verb to like + infinitive or object (Affirmative, negative, question form and short answers)</p> <p>Verb to have: statements, question form and short answers</p>

Appendix 6: level A1.2 (9th grade)

APPENDIX 6: LEVEL A1.2 (9TH GRADE)

The second chart shows what A1.2 level students have to learn in 9th grade. The chart explains in detail the functions, vocabulary, and grammar needed to have an A1.2 level.

Chart 2: level A1.2

TYPES OF DISCOURSE	SKILL	FUNCTION	EXPONENTS	
			VOCABULARY	STRUCTURE
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Expressing likes, dislikes and preferences Offering, accepting or refusing something Discussing food, music, sports, shows, etc. Expressing abilities 	<ul style="list-style-type: none"> Food items (national & international) TV shows (national & international) Movie genres Music genres (national & international) Local sports Action verbs (e.g. swim, dance, etc.) 	<ul style="list-style-type: none"> Simple present: like, love, prefer Expressions of quantity: a/an, some, any Count/Non-count nouns Would like What kind of...? How about? Questions: how many, how much Quantifiers: many, much, So, too, either & neither
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about habitual actions Talking about times of the day Talking about frequency 	<ul style="list-style-type: none"> Daily routines Weekend activities TV programs Types of music 	<ul style="list-style-type: none"> Simple present tense: third person endings. Verbs to have/ to make: have/make lunch/ dinner/breakfast. Adverbs of frequency: usually, always, often, etc. Time expressions: in the morning, at night, every day, etc.

				<ul style="list-style-type: none"> Adverbs: before, after, then Preposition: by + means of transportation Question words: When & How often
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Describing places Locating people and places Asking for clarification 	<ul style="list-style-type: none"> Local places in a city, town (airport, grocery store, bank, etc.) Compound nouns (movie theater, food court, shopping mall, etc.) 	<ul style="list-style-type: none"> There is/ there are Affirmative and negative statements with there is/ there are Yes/ no questions with there is/are Prepositions of place: at vs. in, on the corner (of), across from Adverbs: near, far. Conjunction: or
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about actions happening now Asking for and giving or refusing permission Talking on the phone Expressing approval and disapproval 	<ul style="list-style-type: none"> House and furniture Local places in a city, town Common activities in a city or town Apologies Expressions of opinion 	<ul style="list-style-type: none"> Present progressive tense (action verbs) Verb + prepositions: to, for (studying for, listening to, etc.) Can/ may used to ask for permission. I'm sorry That's all right/too bad, etc.
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Describing people and events in the past Talking about lifestyles (past vs. present) Saying where one was and what was there. Expressing good wishes and leave- takings. Expressing and responding to gratitude 	<ul style="list-style-type: none"> The neighborhood Past and present famous people Months of the year Days of the week Expressions for good wishes (E.g. Have a nice...; Give my regards/best wishes to) 	<ul style="list-style-type: none"> Past tense verb to be: was/were (all forms) Affirmative, negative statements, yes/ no and information questions and answers. There was/ there were How long...?



			<p>-Greetings & leave taking expressions (E.g. Welcome...; I hope to see you again) -Gratitude expressions (E.g. Thanks a lot; that's very kind of you, etc.)</p>	
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Appendix 7: level A2.1 (10th grade)

APPENDIX 7: LEVEL A2.1 (10TH GRADE)

The following chart shows what A2.1 level students have to learn in 10th grade. The chart explains in detail the functions, vocabulary, and grammar needed to have an A2.1 level.

Chart 3: level A2.1

TYPES OF DISCOURSE	SKILL	FUNCTION	EXPONENTS	
			VOCABULARY	STRUCTURE
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about oneself and other people's personalities. Talking about possession. Describing one's ideal person and place. 	<ul style="list-style-type: none"> Personality traits (positive and negative features) Classroom and home objects Clothing items Occupations Countries 	Simple present tense: be and other verbs (affirmative, negative statements, yes/no questions, information questions, long and short answers) What...like? Whose...? Too/ enough Possessive adjectives, possessive pronouns and possessive nouns ('s)
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Describing one's eating habits. Talking about food for various meals. Giving and following instructions. Asking about other people's opinions. 	<ul style="list-style-type: none"> Breakfast, lunch and dinner food Snacks and desserts Food groups Cooking methods International dishes Health problems related to food 	Simple present: like, dislike, love, enjoy Count and non count nouns Imperatives (Affirmative and negative commands) Sequence words (first, next, etc.) Expressions of quantity: an, any, some, any

-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about chores and errands. Talking about grocery shopping places and their location. Describing quantities. Offering, accepting or refusing something. Describing international dishes and eating habits in other countries. 	<ul style="list-style-type: none"> Household chores Common everyday errands Foods at the supermarket Places in a town Food groups International cuisine Measures (a gallon, a head, a pound, etc.) 	Present simple: need and other do verbs (affirmative, negative statements, yes/no and information questions, short and long answers). There was/ There were: affirmative, negative, yes/ no & information questions and answers How many.../How much...? A, an, some any (affirmative, negative, questions) Quantifiers: a little, a few, a lot, not much, not many What kind of...?
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about free-time sports and activities. Expressing preferences. Describing frequency. Talking about abilities Discussing traditionally male and female sports and activities 	<ul style="list-style-type: none"> Sports and activities (indoors & outdoors) Cultural activities 	Simple present tense: like, love, prefer, don't mind hate, enjoy, dislike. Would rather Adverbs of frequency How often (short and long answers) Gerunds Modal verb: can (affirmative, negative statements, yes/no & information questions, short & long answers).
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Describing what people at school/ home are doing. 	<ul style="list-style-type: none"> Classroom activities Household chores School subjects 	Present continuous (affirmative & negative statements, yes/no & information questions, short & long answers).

		<ul style="list-style-type: none"> Contrasting what people are doing with what they usually do. Discussing about school, subjects and special interests. 	<ul style="list-style-type: none"> Familiar locations (at the mall, at the school cafeteria, at an amusement park, at the beach, etc). Special interests (crafts, hobbies, a collection, a sport, a free-time activity). Jobs 	<p>Present Simple vs. Present continuous (affirmative & negative statements, yes/ no & information questions, short and long answers).</p> <p>Present continuous for future arrangements.</p> <p>Time expressions: this evening, tomorrow, next week.</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about one's clothes and accessories. Describing what people are wearing/like to wear. Asking for, offering, accepting and refusing help. Identifying which object/thing you want or which belongs to one. Complimenting and accepting compliments. Expressing needs. 	<ul style="list-style-type: none"> Months of the year and seasons Clothing items and accessories Words and expression related to fashion (trends, industry, decades, etc). Adjectives related to shapes and sizes (baggy, small, tight, etc). Adjectives to describe hairstyle Common Expressions: Oh, you look... Replies to compliments 	<p>Too + adjective</p> <p>Not + adjective + enough</p> <p>Change of nouns into adjectives (suffixes -y, -ish, -able, -ous, -ful, -less)</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Asking for and giving information about future actions and facts Talking about plans, arrangements and intentions. Making predictions 	<ul style="list-style-type: none"> Vacation sports Local activities (e.g. go to a club, take pictures) Travel and holiday vocabulary Plans (personal and professional) 	<p>Future with: affirmative, negative, yes/no & info questions, answers</p> <p>Why & Because</p> <p>How long (time)/ for</p> <p>Connectors: but, then</p> <p>Would you like...?</p>

			<ul style="list-style-type: none"> Changes: appearance, money, skills 	<p>Shall we...? Let's...</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about places to go and events. Talking about past experiences with family and friends. Comparing people and things in the classroom. Describing things using adjectives. Comparing past and present events. 	<ul style="list-style-type: none"> People, places to go and events (the theatre/a play, the cinema/ a film, a show, a concert, a football match, an art gallery, the zoo, a music festival, a theme park, a club/a disco, internet café) Family members Comparison of adjectives with than 	<p>What's your favorite...? Do you ever...?</p> <p>Simple past tense be (affirmative & negative statements, yes/no & information questions, long and short answers)</p> <p>Time expressions: last night, yesterday, last week</p> <p>Adjectives and opposites</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about chores and errands. Talking about grocery shopping places and their location. Describing quantities. Offering, accepting or refusing something. Describing international dishes and eating habits in other countries. 	<ul style="list-style-type: none"> Household chores Common everyday errands Foods at the supermarket Places in a town Food groups International cuisine Measures (a gallon, a head, a pound, etc.) 	<p>Present simple: need and other do verbs (affirmative, negative statements, yes/no and information questions, short and long answers).</p> <p>There was/ There were: affirmative, negative, es/ no & information questions and answers</p> <p>How many.../How much...?</p> <p>A, an, some any (affirmative, negative, question)</p> <p>Quantifiers: a little, a few, a lot, not much, not many</p> <p>What kind of...?</p>
Spoken-written	Listening-Speaking-Writing-Reading	<ul style="list-style-type: none"> Talking about free-time sports and activities. Expressing preferences. 	<ul style="list-style-type: none"> Sports and activities (indoors & outdoors) Cultural activities 	<p>Simple present tense: like, love, prefer, don't mind hate, enjoy, dislike.</p>



		<ul style="list-style-type: none">• Describing frequency.• Talking about abilities• Discussing traditionally male and female sports and activities.		Would rather Adverbs of frequency How often (short and long answers) Gerunds Modal verb: can (affirmative, negative statements, yes/no & information questions, short & long answers).
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Appendix 8: Interviews



UNIVERSITY OF CUENCA

Faculty of Philosophy, Letters, and Science of Education

English Language Major

“The Elaboration of a Kichwa-English Dictionary for English beginners at “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac” in the Province of Cañar”

The purpose of this interview is to collect information regarding to what students, and teachers, of “Unidad Educativa Intercultural Bilingüe Quilloac” think about the creation of a bilingual Kichwa-English dictionary.

INTERVIEW 1

Date: _____ Pseudonym: _____

The next interview has been created with the purpose of discovering the criteria of Kichwa teachers regarding the creation of a Kichwa-English dictionary for 8th, 9th, and 10th graders of the “Unidad Educativa Intercultural Bilingüe Quilloac.”

- 1) ¿Cree usted que esta unidad educativa necesita un diccionario bilingüe Kichwa-inglés? ¿Por qué?
- 2) ¿Cómo piensa usted que este diccionario ayudara a la unidad educativa?
- 3) ¿Cree usted que este diccionario es una herramienta para motivar tanto a los profesores como a los alumnos? ¿Por qué?
- 4) ¿Piensa usted que este diccionario es una forma en la que se pueda preservar el idioma Kichwa? ¿Por qué?

- 5) ¿Cree usted que este diccionario ayude a todos quienes forman parte de esta unidad educativa a sentirse identificados con su cultura? ¿Por qué?

INTERVIEW 2

Date: _____ Pseudonym: _____

The next interview has been created with the purpose of discovering the criteria of English teachers regarding the creation of a Kichwa-English dictionary for 8th, 9th, and 10th graders of the “Unidad Educativa Intercultural Bilingüe Quilloac.”

- 1) Cuando enseña inglés, ¿Lo hace usando español o kichwa?
- 2) ¿Alguna vez ha usado materiales didácticos Kichwa para enseñar inglés? ¿Por qué? ¿Por qué no?
- 3) ¿Cuán frecuentemente usa un diccionario bilingüe en el aula?
- 4) ¿Cree usted que un diccionario bilingüe sea un buen material didáctico para enseñar vocabulario en inglés?
- 5) ¿Considera usted que es mejor enseñar inglés usando la lengua materna de los estudiantes, en este caso el Kichwa? Por qué? ¿Por qué no?
- 6) ¿Le gustaría tener este material a la mano al momento de enseñar inglés? Por qué?
- 7) ¿Cree usted que el diccionario debe contener aspectos de la cultura Kichwa? Por qué?

INTERVIEW 3

Date: _____

Pseudonym: _____

The next interview has been created with the purpose of discovering the criteria of students regarding the creation of a Kichwa-English dictionary for 8th, 9th, and 10th graders of the “Unidad Educativa Intercultural Bilingüe Quilloac.”

- 1) ¿Cuando a usted le enseñan inglés, el profesor usa español o Kichwa?
- 2) ¿Actualmente cuenta usted con un diccionario para aprender inglés?
- 8) ¿Cree usted que necesita un diccionario Kichwa-inglés? ¿Por qué?
- 3) ¿A usted le gustaría aprender inglés directamente del Kichwa? ¿Por qué?
- 4) ¿Cree que un diccionario bilingüe Kichwa-inglés sea de utilidad para usted como estudiante? ¿Por qué?
- 5) ¿Le gustaría que el diccionario incluya fotos? ¿Por qué?
- 6) ¿Cómo piensa usted que este diccionario le pueda ayudar en su proceso de aprendizaje del inglés?

Appendix 9: Transcriptions of the Interviews



UNIVERSITY OF CUENCA

Faculty of Philosophy, Letters, and Science of Education

English Language Major

The purpose of this interview is to collect information regarding to what students, and teachers, of “Unidad Educativa Intercultural Bilingue Quilloac” think about the creation of a bilingual Kichwa-English dictionary. The participant are Kichwa Speakers and Spanish speakers. Also, it is important to mention that during the interview; different people can be heard chatting at the background.

INTERVIEW 1

KICHWA TEACHER 1

NUMBER 1 WILL BE THE INTERVIEWER AND NUMBER 2 WILL BE THE INTERVIEWEE.

1: Eee... pregunta número uno dice, ¿Cree usted que esta Unidad Educativa necesita un diccionario bilingüe Kichwa-Inglés? ¿Por qué?

2: Bueno primeramente quiero felicitar a usted y es un.. un.. un miembro de la comunidad de Quilloac y aprovecho para decir que Comunidad de Quilloac tiene estudiantes de calidad (el entrevistador dice “gracias”) como indígenas de calidad y aquí estamos felicitaciones siga preparando, y lo que hizo la pregunta voy a dar la respuesta de que la comunidad educativa necesita un diccionario Kichwa castellano ingles si es que es posible francés también, el ser humano tras día va aprendiendo cosas nuevas, hay palabras que no están escritos en Kichwa es necesario de que tengamos un diccionario netamente ya traducidos o criados por uno mismo es y... para poder servir a los estudiantes, a los renacientes.

1: Ya gracias... la segunda pregunta dice ¿Cómo piensa usted que este diccionario ayudaría a la Unidad Educativa?

2: Ayudaría bastante no.... porque aquí es educación bilingüe, educación

bilingüe se comparte dos idiomas, no en solo en dos sino tres también puede ser en Kichwa, Castellano, Inglés con eso ayudaría bastante a la unidad educativa, a los estudiantes, a los miembros de la comunidad como no, en general todo lo que es cantón en provincia de Cañar.

1: Ya gracias. La tercera pregunta tenemos ¿Cree usted que este diccionario es una herramienta para motivar tanto a los profesores como a los alumnos? ¿Por qué?

2: Si es una herramienta necesaria para profesores para estudiantes si... facilita la educación para decir que aquí está eee... ee.. materia de Kichwa no es una cosa simple sino es una materia muy... (el entrevistador dice "compleja") compleja y también y motivadora no.. porque es una lengua muy ancestral, es una lengua bien estructurada y demos saber manejar escribir también no.. (el entrevistador dice "ya") sería.

1: Tenemos la cuarta pregunta ¿Piensa usted que este diccionario es una forma en la que pueda preservar el idioma Kichwa?

2: si... si es.. es (el entrevistador pregunta "¿por qué?" porque hay idioma.. por ejemplo materia... hablo del idioma Kichwa, en la actualidad los renacientes no están hablando, solo adultos un poco estudiados y preparados están.. utilizamos no.. pero en la actualidad los renacientes no están pues, si es que tienen un diccionario Kichwa por lo menos pueden abrir, repasar y estudiar para poder (el entrevistador dice "ya") enseñar a los hermanos, a la familia no.. (el entrevistador dice "claro").

1: Y tenemos la última pregunta ¿Cree usted que este diccionario ayude a todos quienes forman parte de esta unidad educativa a sentirse identificados con su cultura?

2: si.. (el entrevistador pregunta ¿por qué?) es necesario porque con diccionario como en Kichwa va a estar ya netamente elaborado no.. los materiales y eso como.. como yo como soy profesora de Kichwa también rogaría no.. ayudaría de que podamos poner en práctica para poder fortalecer al pueblo Cañari, a.. a la cultura indígena , al pueblo andino no.. porque la cultura Cañari netamente necesita el proceso e.. la.. de la base desarrollo de la vida diaria.

1: Ya muchas gracias

2: Ya Yupaychani (el entrevistado se rie) gracias

(Personas hablando)

KICHWA TEACHER 2

NUMBER 1 WILL BE THE INTERVIEWER AND NUMBER 2 WILL BE THE INTERVIEWEE.

1: Eee... la primera pregunta tenemos ¿Cree que esta unidad educativa necesita un diccionario bilingüe kichwa-Inglés? ¿por qué?

2: Esta institución educativa necesita de material en este caso un diccionario tanto en Kichwa como inglés porque los estudiantes requieren manejar un vocabulario aceptable para seguir mejorando el idioma.

1: Ya segunda pregunta tenemos ¿Cómo piensa usted que este diccionario ayudara a la unidad educativa?

2: Ayuda para enriquecer el vocabulario a los estudiantes y con ese vocabulario los estudiantes pueden desenvolverse en diferentes campos.

1: Ya.. como tercera pregunta tenemos ¿Cree usted que este diccionario es una herramienta para motivar tanto a los profesores como a los estudiantes? ¿por qué?

2: Eee.. el material siempre será motivante porque necesitamos elementos de apoyo para poder visualizar, escuchar, entender y mejorar el aprendizaje.

1: Ya.. como cuarta pregunta tenemos ¿Piensa usted que este diccionario es una forma en la que se pueda preservar el idioma Kichwa? ¿por qué?

2: Es muy importante porque el vocabulario, el diccionario ayuda a mantener viva los conocimientos y saberes en este caso de cada idioma.

1: Ya.. como última pregunta tenemos ¿cree usted que este diccionario ayude a todos quienes forman parte de esta unidad educativa a sentirse identificados con su cultura? ¿por qué?

2: el idioma es un elemento fundamental de la cultura de cada pueblo y por ende un vocabulario, un diccionario y todo material es importante para fortalecer la cultura de cada pueblo.

1: Ya muchísimas gracias eso ha sido todo.

INTERVIEW 2

ENGLISH TEACHER

NUMBER 1 WILL BE THE INTERVIEWER AND NUMBER 2 WILL BE THE INTERVIEWEE.

1: Cuando enseña inglés, ¿lo hace usando Español o Kichwa?

2: Yo personalmente uso el español por el.. soy spanish... speaker (el entrevistado se ríe)

1: ¿Alguna vez ha usado materiales didácticos kichwas para enseñar inglés? ¿por qué sí? o ¿por qué no?

2: En realidad no porque no le entiendo yo el idioma Kichwa.

1: ¿Cuán frecuentemente usa un diccionario bilingüe en el aula?

2: Utilizo el bilingüe el diccionario pero el español inglés mas no el Kichwa porque no existe y también por el desconocimiento del Kichwa.

1: ¿Cree usted que un diccionario bilingüe sea un buen material didáctico para enseñar vocabulario en inglés?

2: Desde luego que sí, es como parte del conocimiento es mucho mejor que haya dentro del Kichwa también un diccionario eee.. relacionado con el inglés pero lamentablemente no tenemos, y pues ee.. para estudiantes Kichwa hablantes es muy importante porque no es fácil también este... desarrollar el español y el Kichwa y a la vez que ponerle en... en correlación con el inglés por lo tanto si es necesario que haya un diccionario Kichwa-Inglés.

1: ¿Considera usted que es mejor enseñar inglés usando la lengua materna de los estudiantes, en este caso el Kichwa? ¿por qué sí? o ¿por qué no?

2: Si es necesario que se deba utilizar la lengua materna porque el estudiante está mucho más familiarizado con su lengua y lo utiliza diariamente quizá en.. en el hogar y.. y cualquier ámbito entonces es mucho mejor porque está más familiarizado.

1: ¿Le gustaría tener este material a la mano al momento de enseñar inglés? ¿por qué?

2: Personalmente no sería indispensable porque mi parte por el hecho de que yo no manejo Kichwa entonces sería una deficiencia de mi parte como docente pero realmente para el estudiante sería muy bueno porque el tendría ya el.. el recurso necesario para poder desenvolverse ya adecuadamente.

1: Cree usted que el diccionario debe contener aspectos de la cultura Kichwa? ¿por qué?

2: Si desde luego que debe contener los aspectos este... de la cultura debido a que hay muchos aspectos o cosas que no se encuentran en otras culturas por lo tanto es muy necesario que sea eee... podríamos decir individualizado no.. eee... lo que es de esa cultura tiene que estar este... eee... en... en.... un diccionario y poderlo relacionar con el inglés.

1: Muchísimas gracias **2:** You're welcome.

INTERVIEW 3

KICHWA SPEAKER STUDENT

NUMBER 1 WILL BE THE INTERVIEWER AND NUMBER 2 WILL BE THE INTERVIEWEE.

1: Como primera pregunta tenemos, ¿Cuando a usted le enseñan inglés, el profesor usa español o Kichwa?

2: Eee... prácticamente el... el docente de... inglés eee...utiliza el español.

1: Ya...la segunda pregunta, ¿Actualmente cuenta usted con un diccionario para aprender inglés?

2: Sí, (el entrevistador pregunta "¿Qué diccionario utiliza?") el de Chicago.

1: Ya...¿Cree usted que necesita un diccionario kichwa-inglés? ¿por qué?

2: Eee... Sí (el entrevistador pregunta "¿Por qué?") porque sería de una utilidad más un apoyo para poder dirigirse más eee... con los dos idiomas.

1: Ya... ¿A usted le gustaría aprender inglés directamente del Kichwa? ¿por qué?

2: Sí... (el entrevistador pregunta "¿Por qué?") porque para en los dos idiomas practicar más el aprendizaje.

1: Ya... como quinta pregunta tenemos, ¿Cree que un diccionario bilingüe kichwa-inglés sea de utilidad para usted como estudiante?

2: Sí...(el entrevistador pregunta "¿Por qué?") porque eee... existen dos idiomas que eee... eee... prácticamente el Kichwa no se está utilizando mucho y si pondríamos el, si pondríamos en práctica eee... sería de más utilidad para nosotros.

1: Ya... ¿Le gustaría que el diccionario incluya fotos?

2: Sí... (el entrevistador pregunta “¿Por qué?”) porque ser... para referirnos a que... a que es una respuesta (el entrevistador dice “a... ya”) o como se hace.

1: Eee.. como última pregunta tenemos, ¿Cómo piensa usted que este diccionario le pueda ayudar en su proceso de aprendizaje del inglés?

2: Para... conocer resultados para aprender más pues.

1: Ya... muchas gracias

2: Ya igualmente

(personas hablando)

SPANISH SPEAKER STUDENT

NUMBER 1 WILL BE THE INTERVIEWER AND NUMBER 2 WILL BE THE INTERVIEWEE.

1: Ya... primera pregunta, ¿Cuando a usted le enseñan inglés, el profesor usa español o kichwa?

2: Eee... cuando los profesores nos enseñan en inglés la mayoría parte nos... nos enseñan es en el español, porque en español tiene la más facilidad de explicar al estudiante, y el estudiante también entiende más el español. Si es que hubiese fácil enseñar en Kichwa también enseñaran pero no es, lo que usan es el español para enseñar el inglés.

1: Ya...eee... ¿Qué tipo de formato de diccionario utiliza, Español-Inglés o Kichwa-Inglés?

2: Eee... en este caso enseñan es el Español-Inglés porque Kichwa-Inglés aún no existe ese diccionario porque más los profesores usan el Español-Inglés o el Inglés a Español.

1: Ya... ¿Cree usted que necesita un diccionario Kichwa-Inglés? ¿Sería útil este diccionario?

2: Claro sí a algunas personas las que no saben muy bien hablar el español sería bueno también usar el que sea Kichwa-Inglés, eso sería mucho mejor para aprendizaje no... (el entrevistador dice “ya”) Kichwa-Inglés.

1: Eee.. tenemos la siguiente pregunta, ¿A usted le gustaría aprender inglés directamente del Kichwa?

2: No creo porque de español a inglés sería más facilidad porque en Kichwa algunas palabras que no sepamos que significa en el Kichwa no sabríamos que es, y del español al inglés vuelta si sabemos, en cambio en español la palabra... una palabra que diga ya sabemos que es, en cambio en Kichwa que

no sabemos (el entrevistador dice “ya”) se nos complica.

1: Eee...¿Cree que un diccionario bilingüe kichwa-inglés sea de utilidad para usted como estudiante?..... ¿Sería útil este diccionario Kichwa-Inglés?

2: Sí, si sería útil para aprender más de Kichwa e inglés.

1: Ya... ¿Le gustaría que el diccionario incluya fotos?

2: Eee... sí... sí porque con las fotos que vienen en algunos así revistas o libros es más...así nosotros mismos los estudiantes tenemos más ganas de ver las fotos y así ver la lectura que significa esa palabra o esa foto que significados tiene, así podremos más nosotros aprender en ese diccionario.

1: Ya... como última pregunta, ¿Cómo piensa usted que este diccionario le pueda ayudar en su proceso de aprendizaje del inglés?

2: Nos podría ayudar facilitando más palabras en lo que no sabemos, esa palabra en el Kichwa podríamos aprender a Inglés.

1: Ya... ya muchas gracias.

Appendix 10: Survey



UNIVERSIDAD DE CUENCA

Faculty of Philosophy, Letters, and Education Sciences

School of English Language and Literature

THE ELABORATION OF A KICHWA-ENGLISH DICTIONARY FOR ENGLISH BEGINNERS AT “UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGÜE QUILLOAC” IN THE PROVINCE OF CAÑAR.

The next survey has been created with the purpose of discovering which topics inside the “National Curriculum Specifications” for the eighth, ninth, and tenth year of Basic General Education levels, are considered the most relevant in accordance with the criteria of the English teachers of the “Unidad Educativa Intercultural Bilingüe Quilloac.”

INSTRUCTIONS:

Since each year, it is really hard to cover all the contents that the “National Curriculum” demands for each educational level, teachers sometimes are forced to select only the contents that will be the most significant ones for the students learning process. For you as an English teacher, which one of the following contents do you consider are the most significant on each educational level?

Mark your answers with an X.

Eighth year of Basic Education

1. Introductions (formal & informal)
2. Greetings and farewells (formal & informal)
3. Common classroom expressions
4. Classroom items and supplies
5. Personal belongings
6. Adjectives (size, shape, length, etc.)
7. Numbers 1-100
8. Alphabet
9. Countries
10. Nationalities
11. Avenues and Streets.



12. Occupations
13. Family members
14. Positive and negative adjectives (to describe physical appearance)
15. Colors
16. School subjects
17. Adjectives to describe appearance
18. Hobbies
19. House and furniture
20. Prepositions of place: under, next to, between, etc.
21. Some/any
22. Worldwide holidays
23. Common gifts
24. Days of the week
25. Months of the year
26. Clock time (formal & informal)
27. Leisure activities (hobbies)
28. Sports
29. Food items (snacks, dishes, etc.)
30. Expressions (Great, me too, ugh!)

Ninth year of Basic Education

1. Food items (national & international)
2. TV shows (national & international)
3. Movie genres
4. Music genres (national & international)
5. Local sports
6. Action verbs (e.g. swim, dance, etc.)
7. Daily routines
8. Weekend activities
9. TV programs
10. Types of music
11. Local places in a city, town (airport, grocery store, bank, etc.)
12. Compound nouns (movie theater, food court, shopping mall, etc.)
13. House and furniture
14. Local places in a city, town
15. Common activities in a city or town
16. Apologies
17. Expressions of opinion
18. The neighborhood
19. Past and present famous people
20. Months of the year
21. Days of the week
22. Expressions for good wishes E.g. Have a nice...; Give my regards/best wishes to)
23. Greeting and leave takings
24. Gratitude expressions (E.g. Thanks a lot; that's very kind of you, etc.)
25. Leisure activities
26. First-time and last-time experiences
27. Collocations (do, go, have, etc.)



- 28. Chores and activities
- 29. Occupations

Tenth year of Basic Education

- 1. Personality traits (positive and negative features)
- 2. Classroom and home objects
- 3. Clothing items
- 4. Occupations
- 5. Countries
- 6. Breakfast, lunch and dinner food
- 7. Snacks and desserts
- 8. Food groups
- 9. Cooking methods
- 10. International dishes
- 11. Health problems related to food
- 12. Household chores
- 13. Common everyday errands
- 14. Foods at the supermarket
- 15. Places in a town
- 16. Food groups
- 17. International cuisine
- 18. Measures (a gallon, a head, a pound, etc.)
- 19. Sports and activities (indoors & outdoors)
- 20. Cultural activities
- 21. Classroom activities
- 22. Household chores
- 23. School subjects
- 24. Familiar locations (at the mall, at the school cafeteria, at an amusement park, at the beach, etc).
- 25. Special interests (crafts, hobbies, a collection, a sport, a free-time activity).
- 26. Jobs
- 27. Months of the year and Seasons
- 28. Clothing items and accessories
- 29. Words and expression related to fashion (trends, industry, decades, etc).
- 30. Adjectives related to shapes and sizes (baggy, small, tight, etc).
- 31. Adjectives to describe hairstyle
- 32. Common expressions: Oh, you look...
- 33. Replies to compliments
- 34. Vacation sports
- 35. Local activities (e.g. go to a club, take pictures)
- 36. Travel and holiday vocabulary
- 37. Plans (personal and professional)
- 38. Changes: appearance, money, skills
- 39. People, places to go and events (the theatre/a play, the cinema/ a film, a show, a concert, a football match, an art gallery, the zoo, a music festival, a theme park, a club/a disco, Internet café)
- 40. Family members
- 41. Comparison of adjectives with than



42. Household chores
43. Common everyday errands
44. Foods at the supermarket
45. Places in a town
46. Food groups
47. International cuisine
48. Measures
49. Sports and activities (indoors & outdoors)
50. Cultural activities

Appendix 11: Survey with Answers



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School of English Language and Literature

THE ELABORATION OF A KICHWA-ENGLISH DICTIONARY FOR ENGLISH BEGINNERS AT "UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGÜE QUILLOAC" IN THE PROVINCE OF CAÑAR.

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Mark your answers with an X.

Eighth year of Basic Education

1. Introductions (formal & informal)
2. Greetings and farewells (formal & informal) X
3. Common classroom expressions X
4. Classroom items and supplies X
5. Personal belongings
6. Adjectives (size, shape, length, etc.)
7. Numbers 1-100 X
8. Alphabet X
9. Countries
10. Nationalities
11. Avenues and Streets.
12. Occupations X
13. Family members X
14. Positive and negative adjectives (to describe physical appearance) X
15. Colors X
16. School subjects
17. Adjectives to describe appearance X
18. Hobbies
19. House and furniture X

20. Prepositions of place: under, next to, between, etc.
21. Some/any
22. Worldwide holidays
23. Common gifts
24. Days of the week
25. Months of the year
26. Clock time (formal & informal)
27. Leisure activities (hobbies)
28. Sports
29. Food items (snacks, dishes, etc.)
30. Expressions (Great, me too, ugh!)

Ninth year of Basic Education

1. Food items (national & international)
2. TV shows (national & international)
3. Movie genres
4. Music genres (national & international)
5. Local sports
6. Action verbs (e.g. swim, dance, etc.)
7. Daily routines
8. Weekend activities
9. TV programs
10. Types of music
11. Local places in a city, town (airport, grocery store, bank, etc.)
12. Compound nouns (movie theater, food court, shopping mall, etc.)
13. House and furniture
14. Local places in a city, town
15. Common activities in a city or town
16. Apologies
17. Expressions of opinion
18. The neighborhood
19. Past and present famous people
20. Months of the year
21. Days of the week
22. Expressions for good wishes E.g. Have a nice...; Give my regards/best wishes to)
23. Greeting and leave takings
24. Gratitude expressions (E.g. Thanks a lot; that's very kind of you, etc.)
25. Leisure activities
26. First-time and last-time experiences
27. Collocations (do, go, have, etc.)
28. Chores and activities
29. Occupations

Tenth year of Basic Education

1. Personality traits (positive and negative features)

2. Classroom and home objects X
3. Clothing items X
4. Occupations X
5. Countries
6. Breakfast, lunch and dinner food
7. Snacks and desserts
8. Food groups
9. Cooking methods
10. International dishes
11. Health problems related to food
12. Household chores
13. Common everyday errands
14. Foods at the supermarket X
15. Places in a town
16. Food groups
17. International cuisine
18. Measures (a gallon, a head, a pound, etc.)
19. Sports and activities (indoors & outdoors)
20. Cultural activities
21. Classroom activities
22. Household chores
23. School subjects X
24. Familiar locations (at the mall, at the school cafeteria, at an amusement park, at the beach, etc.)
25. Special interests (crafts, hobbies, a collection, a sport, a free-time activity).
26. Jobs
27. Months of the year and Seasons X
28. Clothing items and accessories X
29. Words and expression related to fashion (trends, industry, decades, etc.)
30. Adjectives related to shapes and sizes (baggy, small, tight, etc.)
31. Adjectives to describe hairstyle X
32. Common expressions: Oh, you look... X
33. Replies to compliments
34. Vacation sports
35. Local activities (e.g. go to a club, take pictures)
36. Travel and holiday vocabulary
37. Plans (personal and professional)
38. Changes: appearance, money, skills
39. People, places to go and events (the theatre/a play, the cinema/ a film, a show, a concert, a football match, an art gallery, the zoo, a music festival, a theme park, a club/a disco, Internet café)
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41. Comparison of adjectives with than
42. Household chores
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46. Food groups X
47. International cuisine

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- 49. Sports and activities (indoors & outdoors) X
- 50. Cultural activities



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Eighth year of Basic Education

1. Introductions (formal & informal)
2. Greetings and farewells (formal & informal) X
3. Common classroom expressions X
4. Classroom items and supplies X
5. Personal belongings
6. Adjectives (size, shape, length, etc.)
7. Numbers 1-100 X
8. Alphabet X
9. Countries
10. Nationalities
11. Avenues and Streets.
12. Occupations X
13. Family members X
14. Positive and negative adjectives (to describe physical appearance) X
15. Colors X
16. School subjects X
17. Adjectives to describe appearance X
18. Hobbies
19. House and furniture X

20. Prepositions of place: under, next to, between, etc.
21. Some/any
22. Worldwide holidays
23. Common gifts X
24. Days of the week X
25. Months of the year X
26. Clock time (formal & informal)
27. Leisure activities (hobbies)
28. Sports
29. Food items (snacks, dishes, etc.) X
30. Expressions (Great, me too, ugh!)

Ninth year of Basic Education

1. Food items (national & international) X
2. TV shows (national & international)
3. Movie genres
4. Music genres (national & international)
5. Local sports
6. Action verbs (e.g. swim, dance, etc.)
7. Daily routines X
8. Weekend activities
9. TV programs
10. Types of music
11. Local places in a city, town (airport, grocery store, bank, etc.) X
12. Compound nouns (movie theater, food court, shopping mall, etc.)
13. House and furniture X
14. Local places in a city, town X
15. Common activities in a city or town
16. Apologies X
17. Expressions of opinion
18. The neighborhood X
19. Past and present famous people
20. Months of the year X
21. Days of the week X
22. Expressions for good wishes E.g. Have a nice...; Give my regards/best wishes to)
23. Greeting and leave takings
24. Gratitude expressions (E.g. Thanks a lot; that's very kind of you, etc.)
25. Leisure activities
26. First-time and last-time experiences
27. Collocations (do, go, have, etc.)
28. Chores and activities
29. Occupations X

Tenth year of Basic Education

1. Personality traits (positive and negative features) X

2. Classroom and home objects
3. Clothing items X
4. Occupations X
5. Countries
6. Breakfast, lunch and dinner food
7. Snacks and desserts
8. Food groups
9. Cooking methods
10. International dishes
11. Health problems related to food X
12. Household chores
13. Common everyday errands
14. Foods at the supermarket X
15. Places in a town
16. Food groups X
17. International cuisine
18. Measures (a gallon, a head, a pound, etc.)
19. Sports and activities (indoors & outdoors)
20. Cultural activities
21. Classroom activities
22. Household chores
23. School subjects X
24. Familiar locations (at the mall, at the school cafeteria, at an amusement park, at the beach, etc.)
25. Special interests (crafts, hobbies, a collection, a sport, a free-time activity). X
26. Jobs
27. Months of the year and Seasons X
28. Clothing items and accessories X
29. Words and expression related to fashion (trends, industry, decades, etc.)
30. Adjectives related to shapes and sizes (baggy, small, tight, etc.)
31. Adjectives to describe hairstyle X
32. Common expressions: Oh, you look... X
33. Replies to compliments
34. Vacation sports
35. Local activities (e.g. go to a club, take pictures) X
36. Travel and holiday vocabulary
37. Plans (personal and professional) X
38. Changes: appearance, money, skills
39. People, places to go and events (the theatre/a play, the cinema/ a film, a show, a concert, a football match, an art gallery, the zoo, a music festival, a theme park, a club/a disco, Internet café)
40. Family members X
41. Comparison of adjectives with than
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46. Food groups X
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3. Common classroom expressions X
4. Classroom items and supplies X
5. Personal belongings X
6. Adjectives (size, shape, length, etc.)
7. Numbers 1-100 X
8. Alphabet
9. Countries
10. Nationalities
11. Avenues and Streets.
12. Occupations X
13. Family members X
14. Positive and negative adjectives (to describe physical appearance) X
15. Colors X
16. School subjects
17. Adjectives to describe appearance X
18. Hobbies X
19. House and furniture X

- 20. Prepositions of place: under, next to, between, etc. X
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- 23. Common gifts
- 24. Days of the week X
- 25. Months of the year X
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- 27. Leisure activities (hobbies)
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- 7. Daily routines X
- 8. Weekend activities
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- 26. First-time and last-time experiences
- 27. Collocations (do, go, have, etc.)
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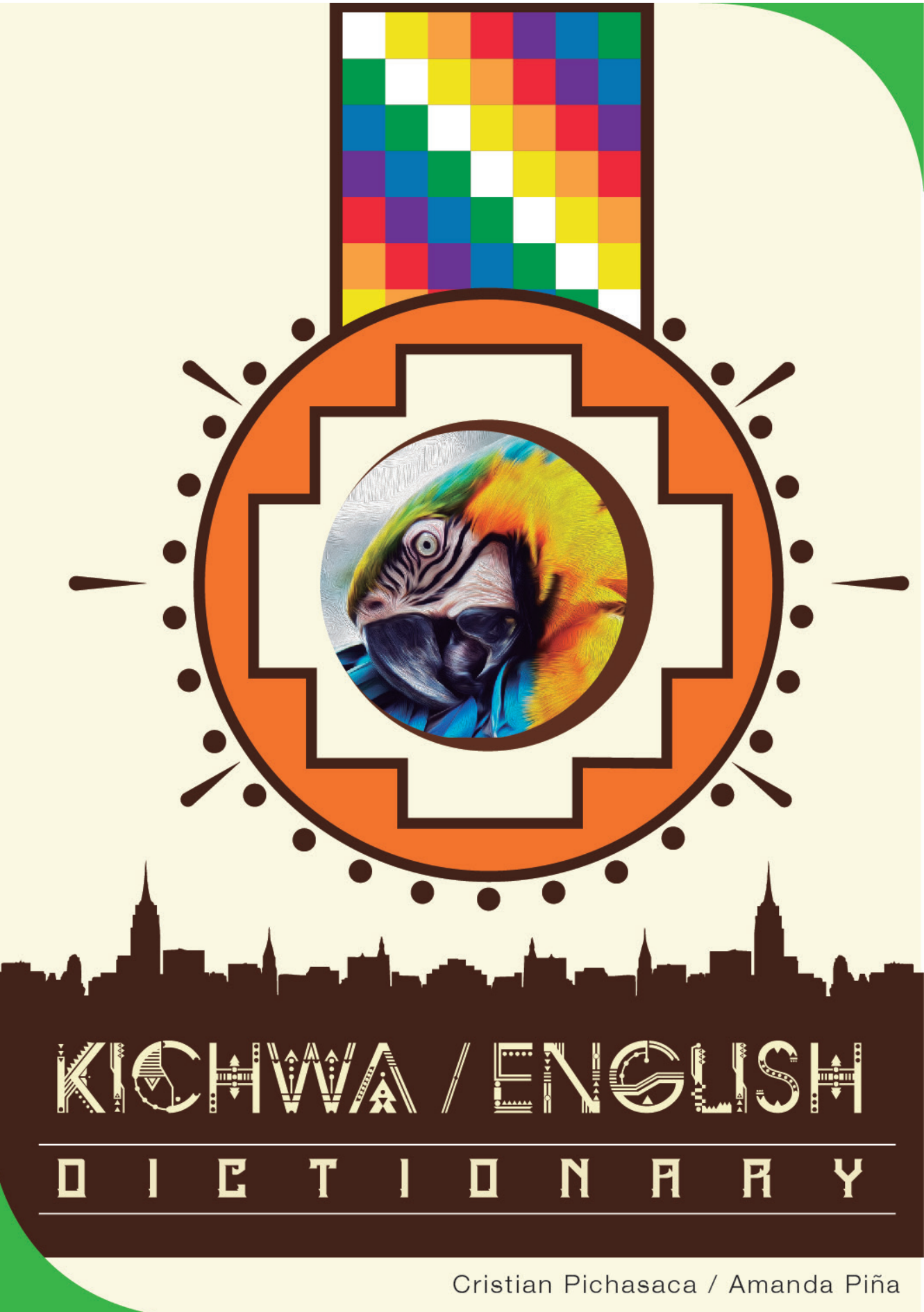
Tenth year of Basic Education

- 1. Personality traits (positive and negative features) X



2. Classroom and home objects
3. Clothing items X
4. Occupations X
5. Countries
6. Breakfast, lunch and dinner food X
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8. Food groups
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- 49. Sports and activities (indoors & outdoors)
- 50. Cultural activities ~~X~~



KICHWA / ENGLISH

D I C T I O N A R Y

Cristian Pichasaca / Amanda Piña

Title: A Kichwa-English dictionary for English beginners.
Book and cover design by Rafael Jimenez
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KICHWA / ENGLISH

D I C T I O N A R Y



INTRODUCTION

This dictionary is a didactic material designed to teach Kichwa speakers English vocabulary directly from their native language. This dictionary was developed based on the previous research; where, results showed the lack of this material when learning English.

This dictionary was designed in order to accomplish the main objective of this research, which was “to create a Kichwa-English dictionary with the most important English vocabulary for learners of 8th, 9th, and 10th grades of “Unidad Educativa Comunitaria Intercultural Bilingüe Quilloac.” This dictionary pretends to be a working tool, giving students the opportunity to use their native language in the classroom.

This dictionary contains colorful pictures to engage the reader. This dictionary was done based on the requirements of the National curriculum Specifications for the English language for public institutions. Besides, this dictionary is organized in 34 categories. In addition, each word has its own phonetic transcription and picture.

KALLARIYUYAY

Kay shimiyyuk kamuka kichwa runakunaman ingles shimita yachachinkapakmi kan. Kay shimiyyuk kamuka shuk taripaypi kay shina ingles shimita yachachik kamukuna mana tiyashkamantami rurashka kan.

Shinami kay shimiyyuk kamuka pusakniki, iskunniki, chunkaniki Ishkay shimi Kawsaypura “Quilloac” Yachanawasipi yachakuk wawakunaman ingles shimita yachay ukupi yachachinkapak taripaypi killkashka paktayta rikuchinkapakmi kan.

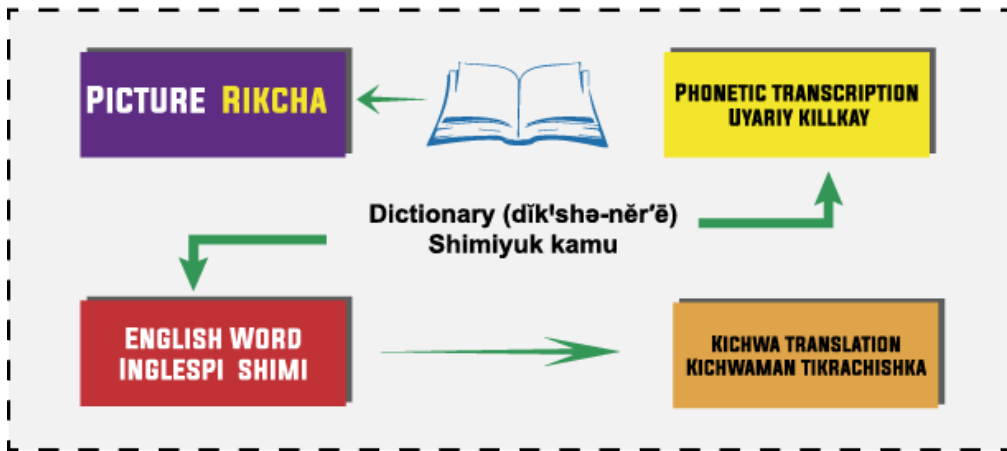
Shimiyyuk pankaka killkakatik kushilla rikuchunmi sumak tullpuyuk shuyukunata charin.

Shinallatak, kay shimiyyukpankaka pushay wasikunapi ingles shimimanta imakunallata yachachinakunapi kimirishpami rurashka kan. Kay shimiyyuk pankaka kimsa chunka chusku rakiri yachaytami charin. Shinallatak sapan shimimi kikin imata nisha nikta shuyutapash charin.



HOW TO USE THIS DICTIONARY

To facilitate the use of this dictionary, an index where you can find each one of the 34 categories of words with their respective page number has been included. Additionally, the following chart explains the components of the dictionary.



SHIMIYUK KAMUTA IMASHINA MUTSUNAMANTA

Shuk shimitaka ama shukllankama pankakunapi mashkashpa pachakunata yallichu; shina ruray rantika, shuk pankapi ima yachakuta yupay pankatapash willakpimi rikuna kan. Ashtawanpash katik shuyuka kay shimiyyuk panka imata charishkatami rikuchin.

ALPHABET

ENGLISH ALPHABET

The English language has twenty six letters which are divided into twenty one consonants and five vowels.

• VOWELS •

A	E	I	O	U
---	---	---	---	---

• CONSONANTS •

B	C	D	F	G	H	J
K	L	M	N	P	Q	R
S	T	V	W	X	Y	Z

INGLESPA LLIKA

Inglespa llikaka ishkay chunka sukta killkatami charin, ishkay chunka shuk uyantin shinallatak pichka uyaywa.

• UYAYWA •

A	E	I	O	U
---	---	---	---	---

• UYANTIN •

B	C	D	F	G	H	J
K	L	M	N	P	Q	R
S	T	V	W	X	Y	Z

ALPHABET

KICHWA ALPHABET

The Kichwa language has eighteen letters, which are divided into fifteen consonants and three vowels..

• VOWELS •

A	I	U
---	---	---

• CONSONANTS •

CH	H	K	L	LL	M
N	Ñ	P	R	S	SH
T	W	Y			

KICHWA LLIKA

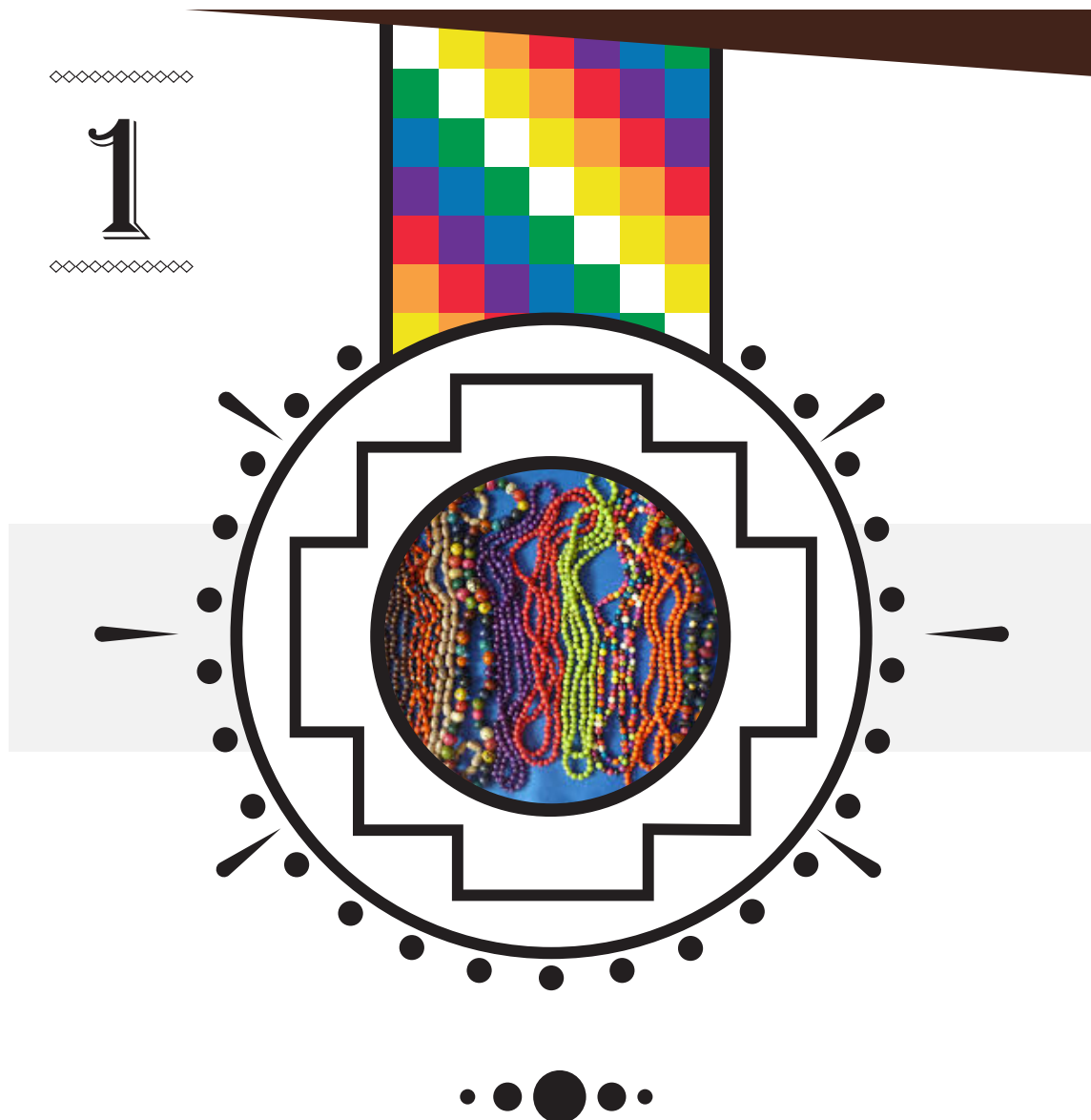
Kichwapa llikaka chunka pusak killkatami charin, chunka pichka uyantin, shinallatak kimsa uyaywa.

• UYAYWA •

A	I	U
---	---	---

• UYANTIN •

CH	H	K	L	LL	M
N	Ñ	P	R	S	SH
T	W	Y			



ACCESSORIES AND JEWELRY SUMAK RIKURIYKUNA



Bracelet (brās'līt)
Makiwatana



Earring (îr'rīng)
Paychi



Necklace (nĕk'līs)
Wallka



Purse (pûrs)
Shikra

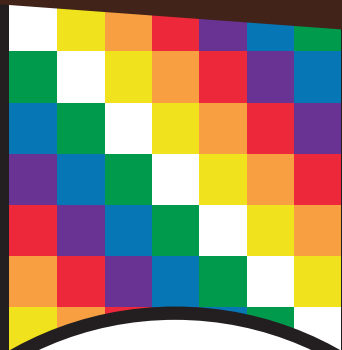


Ring (rīng)
Shiwi



Wallet (wō'līt)
Kullki wakaychina

2



DESCRIBING ADJECTIVES IMASHINA SHUTILLIKUNA





Afraid (ə-frā'd')
Mancharishka



Calm (kām)
Kasilla



Angry (äng'grē)
Piña



Happy (häp'ē)
Kushilla



Asleep (ə-slēp')
Puñurishka



Awake (ə-wāk')
Rikcharishka



Tall (t°äǀ)
Hatun



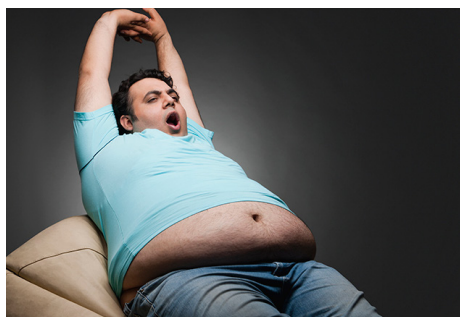
Small (smôl)
Uchilla



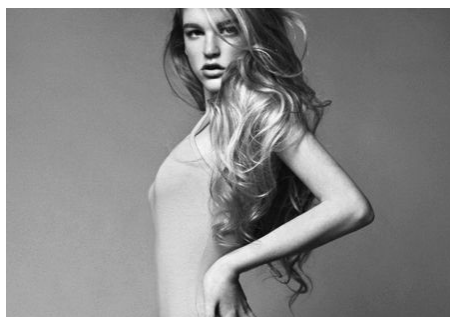
Dirty (dûr'tē)
Tara



Clean (klēn)
Chuya



Fat (făt)
Wira



Thin (thĭn)
Tullu



Old (ōld)
Yuyak



Young (yŭng)
Mutzu



Pretty (prĭt'ē)
Sumak



Ugly (ŭg'lē)
Hiru

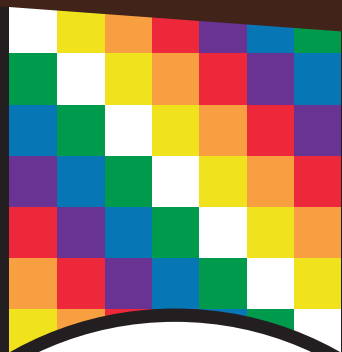


Strong (strông)
Sinchi



Weak (wēk)
Irki

3



ADJECTIVES TO DESCRIBE HAIRSTYLES ÑAKCHARISHKATA RIKUCHIK SHIMIKUNA





Wavy hair (wā'vē) (hâr)
Churu akcha



Straight hair (strāt) (hâr)
Llampu akcha



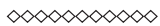
Short hair (shôrt) (hâr)
Kutu akcha



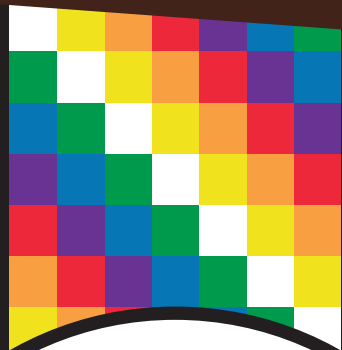
Medium hair
(mē'dē-əm) (hâr)
Paktalla akcha



Long hair (lông) (hâr)
Suni akcha



4



APPOLOGIES KISHPICHIIY





Do not be angry (dōō) (nōt) (bē) (āng'grē)
Ama piña kaychu



Excuse me (ĩk-s kyōōz) (mē)
Kishpichipay



I am sorry (ĩ) (ām) (sōrlē)
Llakinimi



I apologize (ĩ) (ə-pōl'ə-jīz')
Kishpichipay

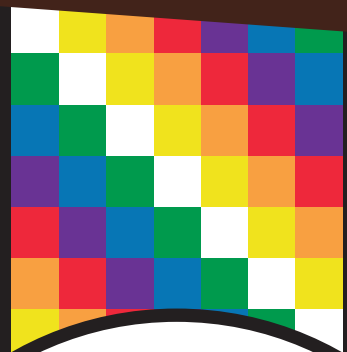


I feel so bad (ĩ) (fēl) (sō) (bād)
Mana allichu kani



It was my fault (ĩt) (wūz) (mī) (fōlt)
Ñukapa huchami karka

5



CLASSROOM ITEMS

YACHAYPA HILLAYKUNA





Bin (bĭn)
Kupachurana



Board (bôrd)
Killkana parka



Book (böök)
Kamu



Calculator (käl'kyə-lā'tər)
Yupachik



Cardboard (kärd'bôrd')
Raku killkana panká



Chair (châr)
Tiyarina



Coloring pencils (kŭl'ərĭn) (pĕn'səl)
Tullpuna kaspi



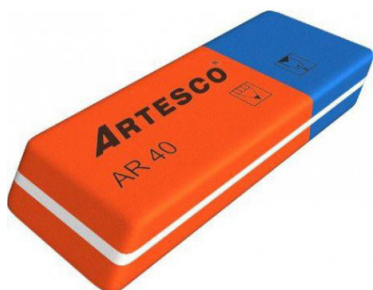
Desk (dĕsk)
Pataku



Dictionary (dĭk'shə-nĕr'ē)
Shimiyuk kamu



Earth globe (ŭrth) (glōb)
Allpamama



Eraser (ĭ-rā'sər)
Pichana



Flag (flăg)
Wipala



Folder (fö'l'dər)
Wakaychiyuk



Glue (glöö)
Llutana



Marker (mär'kər)
Killkanakaspi



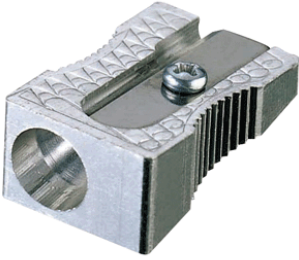
Notebook (ntböö'k)
Killkanapanka



Pen (pën)
Killkanakaspi



Pencil (pën'səl)
Killkanakaspi



Pencil sharpener (pĕn'səl) (shär'pənər)
Ñawchichina

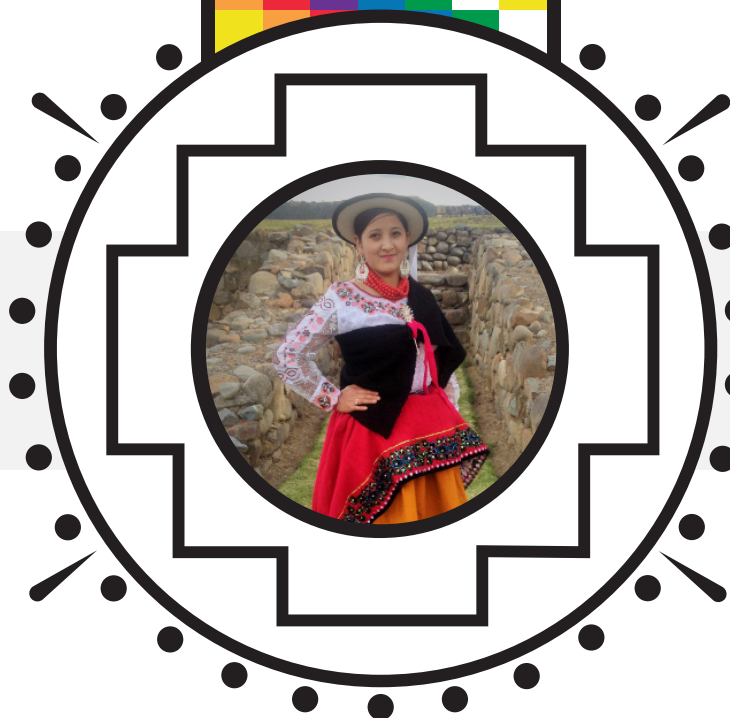
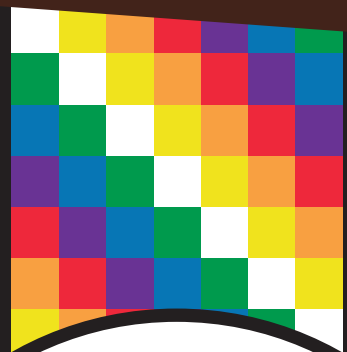


Ruler (rōolər)
Sikina



Scissors (sīz'ər)
Rutuna

6



CAÑARI WOMAN TRADITIONAL CLOTHES CAÑARI WARMIPA CHURANA







1. Blouse (blous)

Talpa

2. Earring (îr'rîng)

Paychi

3. Necklace (nĕk'lîs)

Wallka

4. Hat (hăt)

Muchiku

5. Skirt (skûrt')

Saya

6. Shawl (shôl)

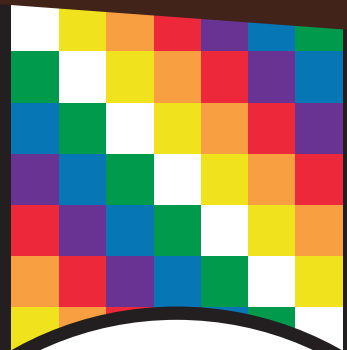
Wallkarina

7. Shoes (shōos)

Ushuta



7



CAÑARI MAN TRADITIONAL CLOTHES
CAÑARI RUNAPA CHURANA







1. Belt (bělt)
Chumpi

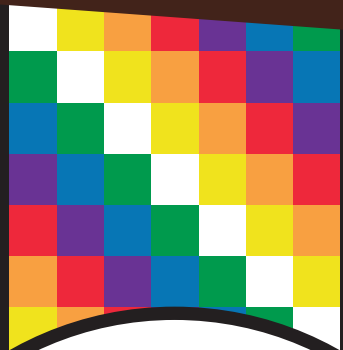
2. Hat (hăt)
Muchiku

3. Pant (pănt)
Wara

4. Poncho (pŏn'chō)
Yakaylla

5. Shirt (shûrt')
Ukuchurana





MORE CLOTHES SHUKTAK CHURANAKUNA





Brassiere (brə-zîr')
Chuchulli



Cloth (klôth)
Makana



Panties (păn'tēz)
Sikilli



Pettiskirt (pět'ē-skûrt')
Ukunchi



Scarf (skärf)
Kunkalli



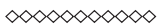
Sheepskin (shēp'skîn')
Samarru



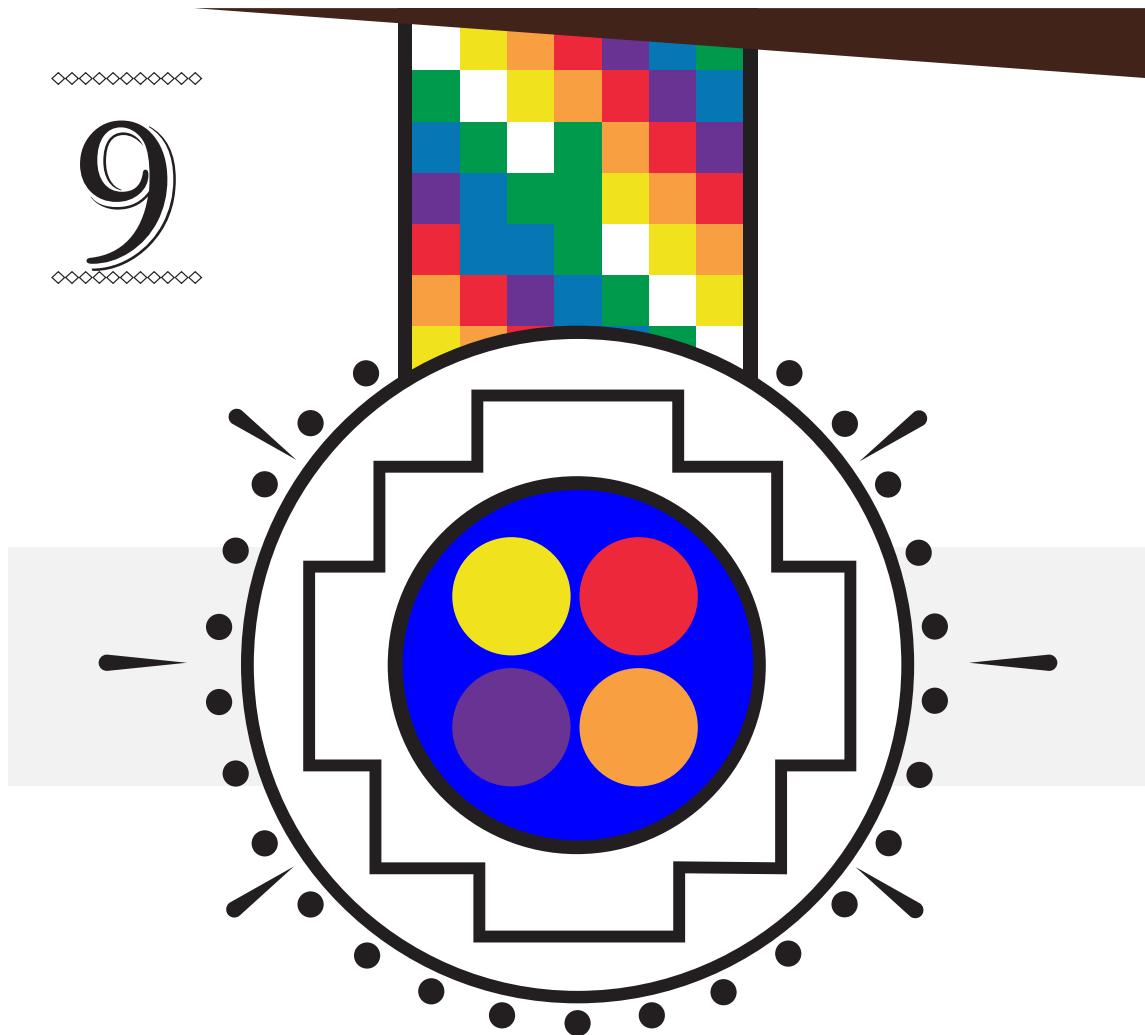
Socks (söks)
chakilli



Underpants (ün'dər-pänts')
Pukllana Sikilli

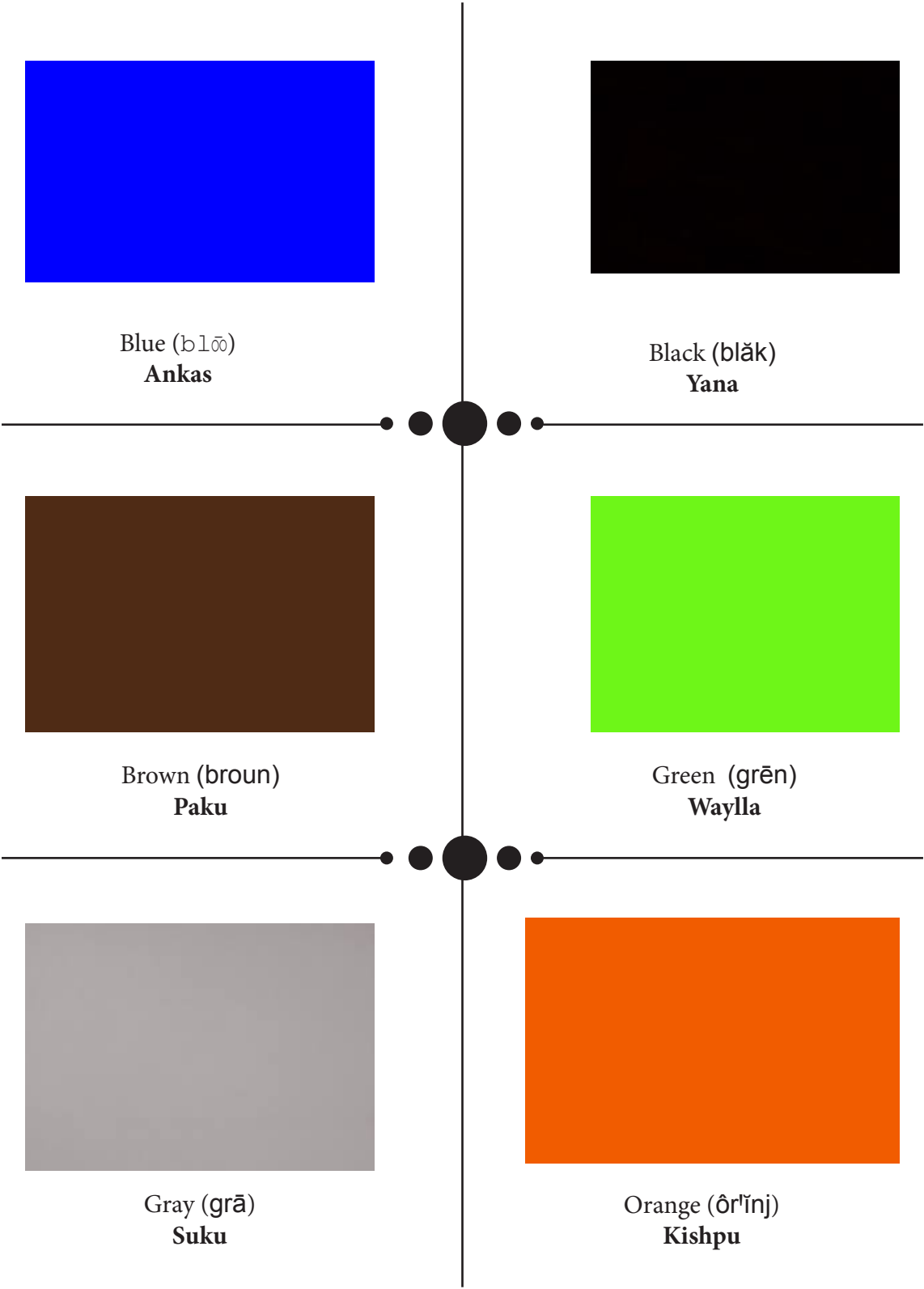


9



COLORS TULLPUKUNA







Pink (pǐngk)
Waminsí



Purple (pûr'pəl)
Maywa

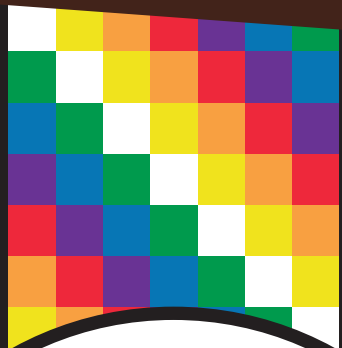


Red (rěd)
Puka



Yellow (yěll'ō)
Killu

10



COMMON CLASSROOM EXPRESSIONS YACHANA UKUPI RIMAYKUNA





Any volunteer?
(ěŋ'ě) (völ'ən-tîr')
Pitak rimasha nin



Are you finished? (är) (yöö)
(fîn'ishəd)
Tukuchirkankichikchu



Begin now (bî-gîŋ') (nou)
Kay pacha kallariPAY



Close your book (klôs) (yöör) (böök)
Kamuta wichkay



Copy what is on the board
(köp'ě) (wöt) (îz) (ön) (thə) (bôrd)
**Killkana pirkapi kakta
killkay**



Can I have your homework?
(kăn) (î) (häv) (yööɿ) (hôm'wûrk')
Kikinpa rurayta kuy



Exchange with your classmate
(ĩks-chānj') (wĩth) (yööɽ) (klās'māt')
Kikinpa mashiwan chimpapuray



Form a circle (fôrm) (ə)
(sûr'kəl)
Rumpata ruray



Go to the board (gō) (tōō) (thə) (bôrd)
Killkana pirkaman riý



How do you say "mama" in english? (hou)
(dōō) (yöö) (sā) "mama" (ĩn) (ĩng'glĩsh)
Imashinatak Inglespi mamata ni na



Listen to me (lĩs'ən) (tōō) (mē)
Uyaway



Let's go on
(lěts) (gō) (őn)
Katishunchik



Open your book (ō'pən)
(yöör) (böök)
Kikinpa kamuta paskay



Please speak louder (plēz)
(spēk) (loudər)
Sinchita rimapay



Raise your hand (rāz) (yöör) (hand)
Makita hawayachiy



Repeat after me (rī-pēt)
(ǎf'tər) (mē)
Ñukapa kipa kutin nipay



Sit down (sīt) (doun)
Tiyariy



Stand up(stānd) (üp)
Hatariy



Go to page 15 (gō) (tōō) (pāj) (fif-tēn')
Chunka pichka pankama riy



Could you answer the
question? (ān'sər) (thə) (kwēs'chən)
Tapuyta kutichiy



Work in groups (wŭrk) (in) (g rōōps)
Tantarikunapi llamkaychik

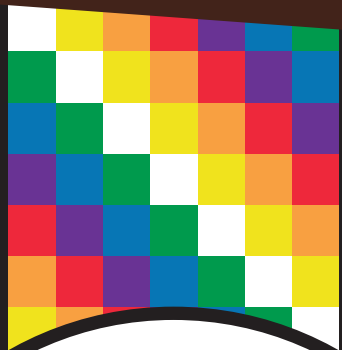


Work individually (wŭrk) (in'də-v ʃōō-əlē)
Sapalla llamkaychika



Work with your partner (wŭrk)
(wĭth) (yōōr) (pär'tnər)
Kikimpa mashiwan llamkay

11



COMMON EXPRESSIONS HAWALLA RIMAYKUNA





As soon as possible (ǎz)
(sōōn) (ǎz) (pös'ə-bəl)
Utkā utkalla



I have to go (ī) (häv) (ṭōō) (gō)
Rina kani



It does not matter (īt) (düz) (nōt)
(māt'ər)
Mana ima kurinchu



Me too (mē) (ṭōō)
Ñukapash



Ok (ō-kā')
Allimi



Same to you (sām) (ṭōō) (yōō)
Kikinpash



Sorry for the delay (sǒr'ē) (fôr)
(thə) (dī-lā')

Kipayashkamanta kishpichipay



Thanks for everything
(thǎngks) (fôr) (ěv'rē-thǐng')

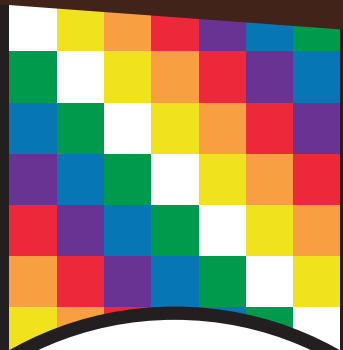
Tukuymanta yupaychani



That is fine (thǎt) (īz) (fīn)

Chayka allimi kan

12



DAILY ROUTINES PUNCHAPA RURAYKUNA





Wake up (wāk) (ŭp)
Rikcharina



Get dressed (gět) (drēs)
Churarina



Comb my hair (kōm) (mī)
(hâr)
Ñakcharina



Have breakfast (hāv) (brēk'fəst)
Shunkullina



Brush my teeth (brūsh) (mī) (tēth)
Kiruta mayllana



Go to school (gō) (tōō) (skōōl)
Yachaywasiman rina



Get home from school (gět)
(hōm) (frōm) (s kōōl)
Yachaywasimanta kutina



Have lunch (hăv) (lŭnch)
Llakwarina



Do homework (dōō) (hōm'wūrķ')
Llamkayta rurana

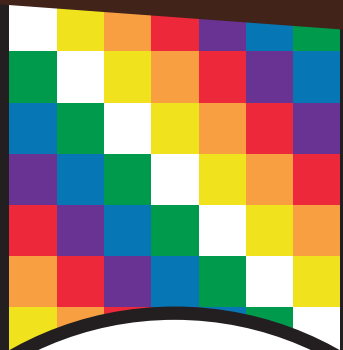


Hang out with friends (hăng)
(ōn) (wĭth) (frĕnds)
Mashikunawan llukshina



Have dinner (hăv) (dĭn'ər)
Chishi mikuna.

13



DAYS OF THE WEEK
HUNKAYPA PUNCHAKUNA



MONDAY

Monday (mũn'dā')
Awaki

TUESDAY

Tuesday (tōōz.dā)
Awkariki

WEDNESDAY

Wednesday (wěnz'dā')
Chillay

THURSDAY

Thursday (thûrz'dā')
Kullka

FRIDAY

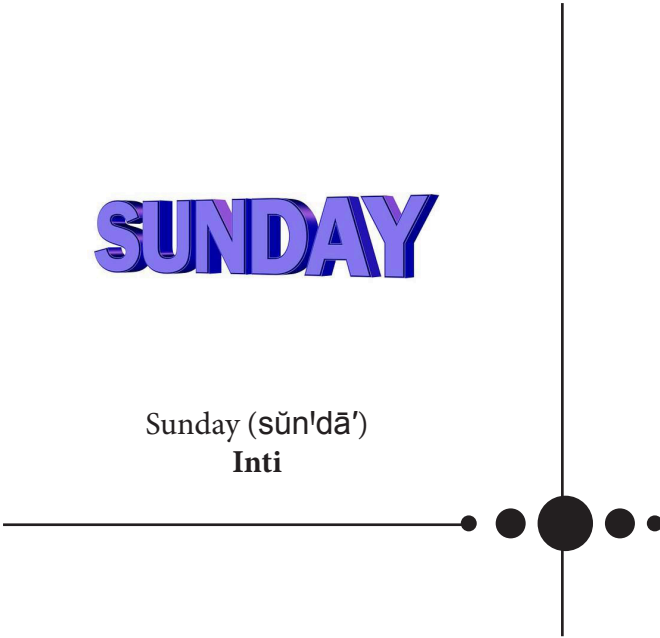
Friday (frī'dā')
Chaska

SATURDAY

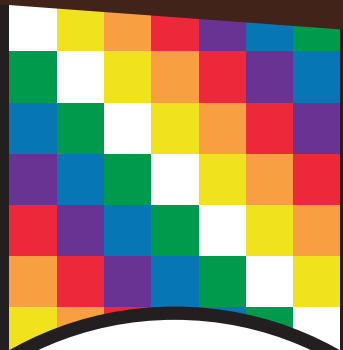
Saturday (săt'ərdā')
Wacha

SUNDAY

Sunday (sŭn'dā')
Inti



14



FAMILY MEMBERS AYLLU





Brother (brüth'ər)
Wawki



Daughter (dô'tər)
Warmi wawa



Father (fä'thər)
Tayta



Husband (hüz'bənd)
Kusa



Mother (müth'ər)
Mama



Sister (sīs'tər)
Ñañan



Son (sũn)
Churi



Wife (wĩf)
Warmi



Aunt (änt)
Hachi mama



Cousin (küz'ĩn)
Sichpa



Niece (nēs)
Hancha



Uncle (üng'kəl)
Hachi tayta



Granddaughter (grăn'dô'tər)
Tari



Grandson (grănd'sün')
Willka

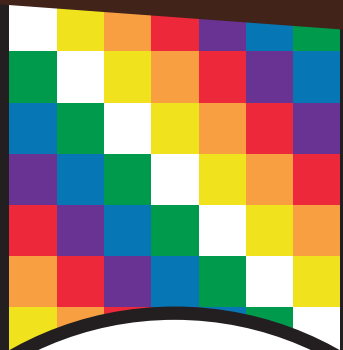


Grandmother (grănd'müth'ər)
Hatun mama



Grandfather (grănd'fä'thər)
Hatun tayta

15



MORE MEMBERS OF THE FAMILY
SHUKTAK AYLLUKUNA





Brother-in-law (brüth'ər-în-lô')
Masha



Daughter-in-law (dô'tər-în-lô')
Kachun



Foster son (fô'stər) (sün)
Wiñachishka



Godfather (göd'fä'thər)
Marka tayta



Godmother (göd'müth'ər)
Markak mama



Godson (göd'sün')
Achik wawa



Goddaughter (gɒd'ðə'tər)
Achik wawa



Sister-in-law (sɪs'tər-ɪn-lô')
Kachun

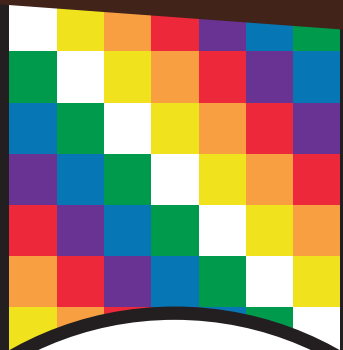


Stepfather (stɛp'fɑ'thər)
Latayta



Stepmother (stɛp'mʊth'ər)
Lamama

16



FAREWELLS KAYAMINCHAYAY





Bye / good bye (bī) / (ḡōōd) (bī)
Kayaminchakama



Have a nice day (hāv) (ə) (nīs) (dā)
Shuk sumak punchata charipanki



It does not matter (īt) (dūz) (nōt) (māt'ər)
Mana ima kurinchu



Me too (mē) (tōō)
Ñukapash



See you later (sē) (yōō) (lā'tər)
Ashtankakkama

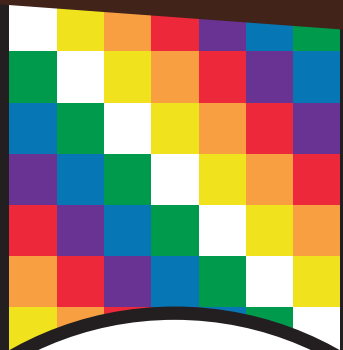


See you tomorrow (sē) (yōō) (tə-mô'rō)
Kayakama



Take care (tāk) (kâr)
Allilla yallipanki

17

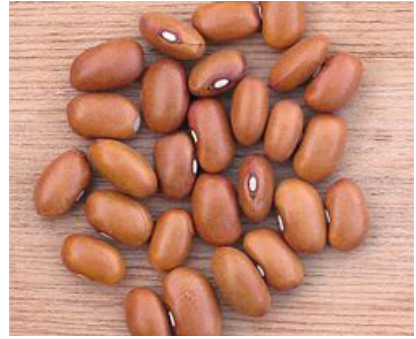


FOOD AT THE SUPERMARKET MIKUNA KATUYRANTI WASI





Barley (bär'lē)
Siwara



Bean (bēn)
Purutu



Cabbage (kāb'ij)
Waylla-aycha



Carrot (kā'r'et)
Rakacha



Chili peper (chīl'ē) (pěp'ər)
Uchu



Corn (kōrn)
Sara



Celery (sěll'ə-rē)
Apyu



Oats (ōts)
Waylla



Peas (pē)
Alwis



Potatoes (pə-tā'tō)
Papa



Pumpkin (pŭmp'kĭn)
Zampu



Sugar cane (shōōg'ər) (kān)
Wiru



Sweet potatoe (swēt) (pə-tā'tō)
Kamuti

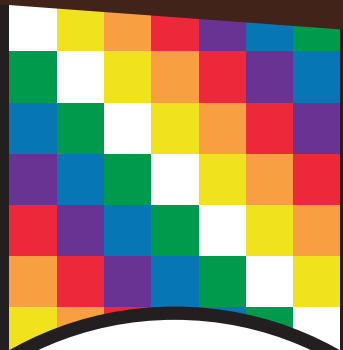


Turnip (tûr'nĭp)
Yuyu



Yucca (yŭk'ə)
Lumu

18



FRUITS MISHKI MURUKUNA





Avocado (ăv'ə-kă'dō)
Palta



Banana (bə-năn'ə)
Palanta



Orange (ôr'ĩnj)
Chilina

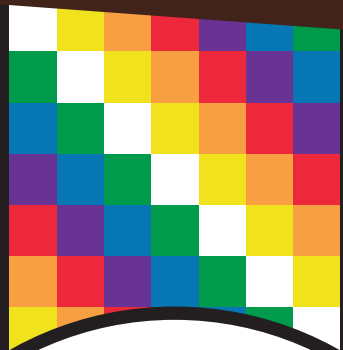


Pineapple (pīn'ăp'əl)
Chiwilla



Strawberry (strô'běr'ē)
Chillu

19



GREETINGS
NAPAYKUNA





Good morning (gǒd)
(môr'nǐng)
Alli tutamanta, alli puncha



Good afternoon (gǒd)(ǎf'ter-nōn')
Alli chishi



Good evening (gǒd) (ēv'nǐng)
Alli tuta



Hello / hi (hě-lō') / (hī)
Imashinalla

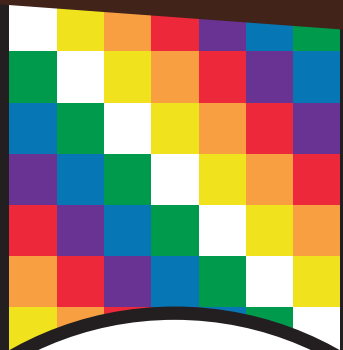


What's up? (wōts) (ǔp)
Kawsakunkichu



How are you? (hou) (är) (ȳōō)
Imashinallatak kanki

20



MONTHS OF THE YEAR WATAPA KILLAKUNA





January (jǎnyōō-ēr'ē)
Kulla



February (fěb'rōō-ēr'ē)
Panchi



March (mǎrch)
Pawkar



April (ā'prəl)
Ayriwa



May (mā)
Aymuray



June (jōōn)
Raymi



July (jöö-lī')
Sitwa



August (ô'gəst)
Karwa



September (sěp-těm'bər)
Kuski



October (ôk-tô'bər)
Wayru

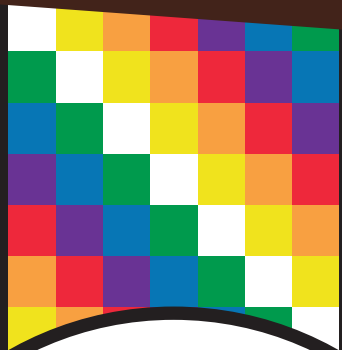


November (nō-věm'bər)
Sasi



December (dī-sěm'bər)
Kapak

21



NUMBERS
YUPAYKUNA



1

One (wŭn)
Shuk

2

Two (ṭō̄)
Ishkay

3

Three (thrē)
Kimsa

4

Four (fôr)
Chusku-tawa

5

Five (fĭv)
Pichka

6

Six (sĭks)
Sukta

7

Seven (sě'vən)
Kanchis

8

Eight (āt)
Pusak

9

Nine (nīn)
Iskun

10

Ten (tĕn)
Chunka

11

Eleven (ĩ-lě'vən)
Chunka shuk

12

Twelve (twělv)
Chunka ishkay

13

Thirteen (thûr-tên')
Chunka kimsa

14

Fourteen (fôr-tên')
Chunka chusku

15

Fifteen (fîf-tên')
Chunka pichka

16

Sixteen (sîk-stên')
Chunka sukta

17

Seventeen (sěv'ən-tên')
Chunka kanchis

18

Eighteen (ā-tên')
Chunka pusak

19

Nineteen (nīn-tēn')
Chunka iskun

20

Twenty (twēn'tē)
Ishkay chunka

21

Twenty one
(twēn'tē) (wūn)
Ishkay chunka shuk

22

Twenty two (twēn'tē) (t̄ōō)
Ishkay chunka ishka

23

Twenty three (twēn'tē) (thrē)
Ishkay chunka kimsa

24

Twenty four (twēn'tē) (fôr)
Ishkay chunka chusku

25

Twenty Five (twěn'tē) (fīv)
Ishkay chunka pichka

26

Twenty six (twěn'tē) (síks)
Ishkay chunka sukta

27

Twenty seven (twěn'tē)
(sě'vən)
Ishkay chunka kanchis

28

Twenty eight (twěn'tē) (āt)
Ishkay chunka pusak

29

Twenty nine (twěn'tē) (nīn)
Ishkay chunka iskun

30

Thirty (thûr'tē)
Kimsa chunka

40

Fourty (fôr'tē)
Chusku chunka

50

Fifty (fîftē)
Pichka chunka

60

Sixty (sĭks'tē)
Sukta chunka

70

Seventy (sěv'en-tē)
Kanchis chunka

80

Eighty (ā'tē)
Pusak chunka

90

Ninety (nĭn tē)
Iskun chunka

100

One hundred (wŭn)
(hŭn'drĭd)
Pasak

200

Two hundred (t̥o̯) (hŭn'drĭd)
Ishkay pasak

300

Three hundred (thrē)
(hŭn'drĭd)
Kimsa pasak

400

Four hundred (fôr)
(hŭn'drĭd)
Chusku pasak

500

Five hundred (fĭv) (hŭn'drĭd)
Pichka pasak

600

Six hundred (sĭks) (hŭn'drĭd)
Sukta pasak

700

Seven hundred (sělvən) (hŭn'drīd)
Kanchis pasak

800

Eight hundred (āt) (hŭn'drīd)
Pusak pasak

900

Nine hundred (nīn)(hŭn'drīd)
Iskun pasak

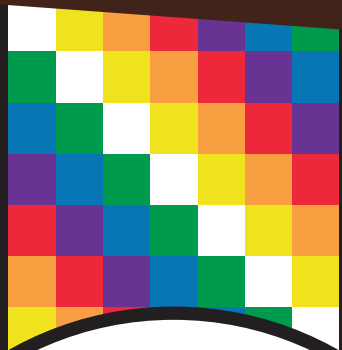
1 000

One thousand (wŭn)(thou'zənd)
Waranka

1 000 000

One million (wŭn) (mīl'yən)
Huno

22



OCCUPATIONS LLAMKAYKUNAMANTA





Baker (bär'kər)
Tantarurak



Builder (bīl'dər)
Wasirurak



Carpenter (kär'pən-tər)
Kaspi-allichik



Dancer (dän'sər)
Tushuk



Dressmaker (drēs'mā'kər)
Sirak



Taxi driver (tāk'sē) (drī'vər)
Antawapurichik



Economist (ĩ-kõn'ə-mĩst)
Kullkikamak



Farmer (fär'mər)
Tarpuk



Musician (myŏŏ-zĩsh'ən)
Takik



Painter (pān'tər)
Tullpuk



Student (stŏdnt)
Yachakuk



Teacher (tē'chər)
Yachachik

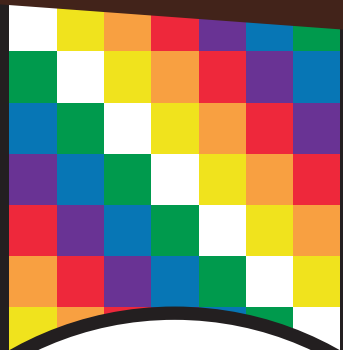


Tour guide (ṭöör) (gīd)
Riksichik



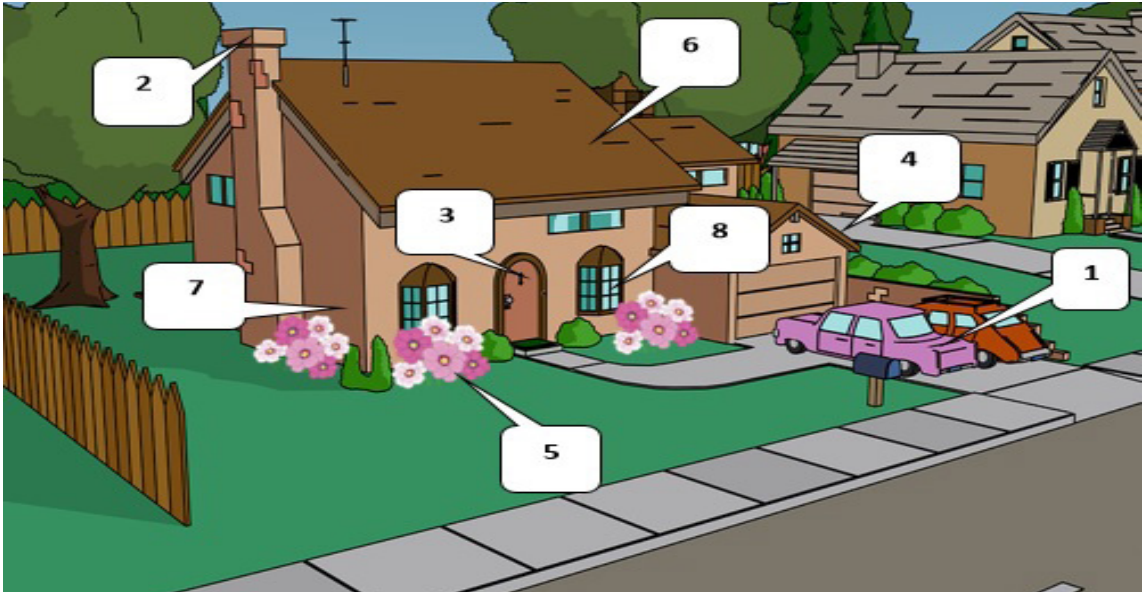
Writer (rī'tər)
Killkak

23



HOUSE AND FURNITURE WASI, IMAKUNAPASH





1. Car (kär)

Antawa

2. Chimney (chīm'nē)

Kushni llukshina

3. Door (dôr)

Punku

4. Garage (gə-rāzh')

Antawa wakaychina

5. Garden (gär'dn)

Sisa pampa

6. Roof (rööf)

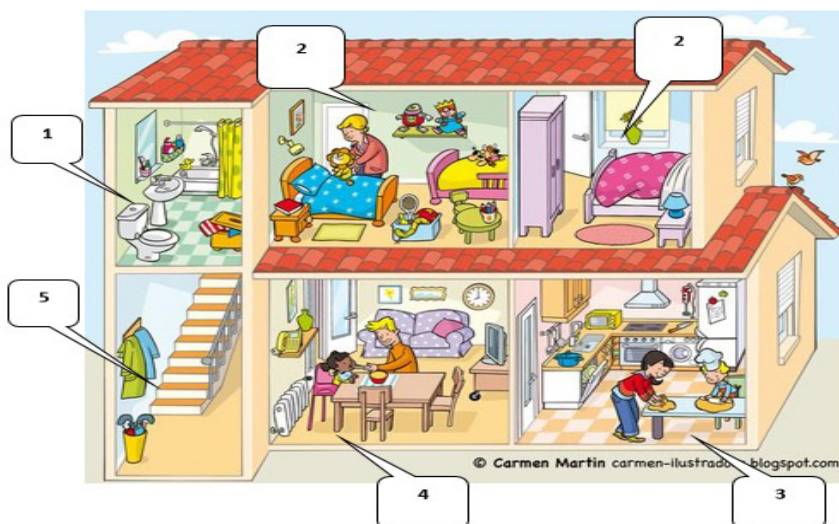
Kata

6. Wall (wôl)

Pirka

7. Window (wīn'dō)

Tuku



1. Bathroom (băth'rööm)
Chuyayarina uku

2. Bedroom (bëd'rööm)
Puñuna uku

3. Kitchen (kīch'l'en)
Yanuna uku

4. Living room (līv'īng)
(rööm)
Chaskina uku

5. Stairs (stârs)
Chakana



1. Light bulb (līt) (būlb)
Achikyachik

2. Hair comb (hâr) (kôm)
Ñakcha

3. Faucet (fô'sīt)
Yakuta kacharina

4. Mirror (mīr'ər)
Rirpu

5. Shampoo (shām-ᵿᵿᵿ)
Yaku iwila

6. Shower (shou'ər)
mayllachik

7. Sink (sīngk)
Mayllarina

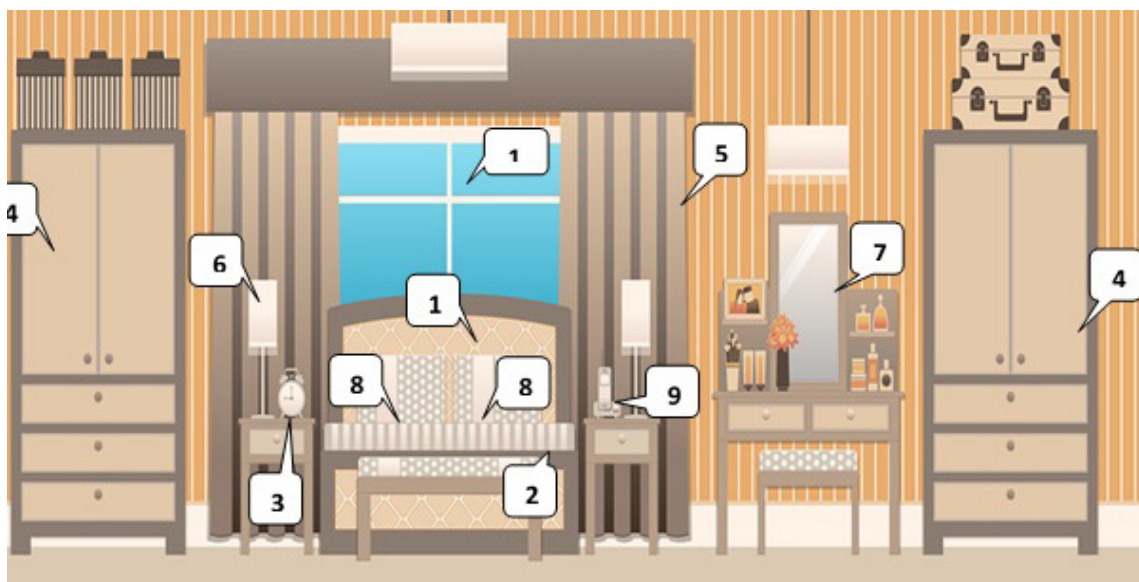
8. Soap (sōp)
Sinchi iwila

9. Toilet (toi'līt)
Ismana hillay

10. Toilet paper (toi'līt) (pā'pər)
Siki pichana panka

11. Toothbrush (ᵿᵿᵿ'brūsh')
Kiru mayllana hillay

12. Towel (tou'əl)
Chakirina pintu



1. Bed (běd)

Kawitu

2. Blanket (bläng'kīt)

Katana

3. Clock (klök)

Pachachik

4. Closet (klöž'īt)

Churana wakaychina hillay

5. Curtain (kûr'tn)

Tukuta killpana pintu

7. Lamp (lămp)

Achikyachik

8. Mirror (mīr'ər)

Rirpu

9. Pillow (pīl'ō)

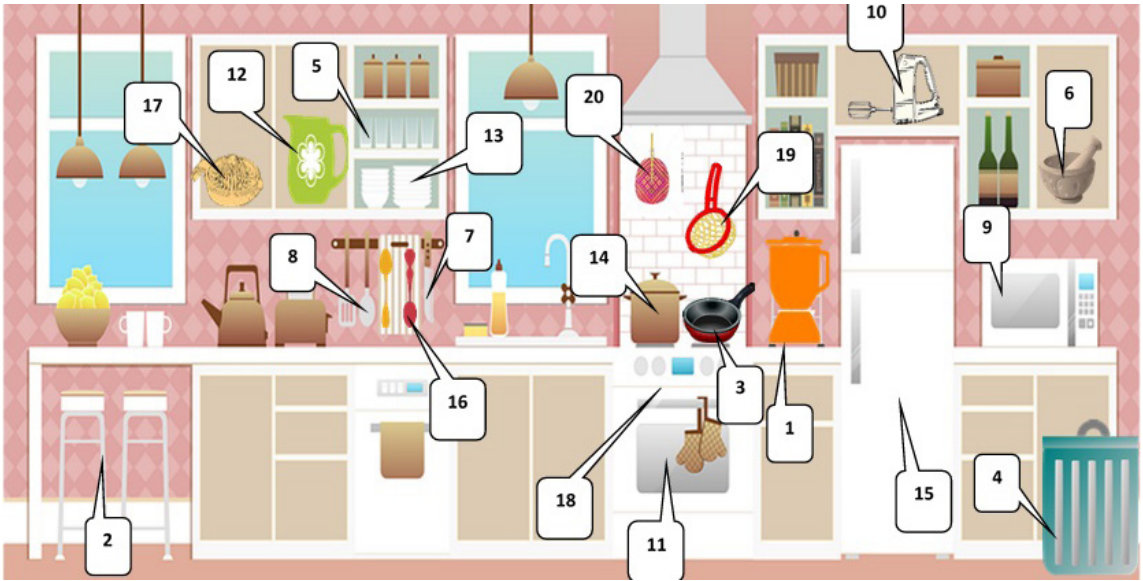
Sawna

10. Telephone (těl'ə-fōn')

Karu rimanakuy

11. Window (wīn'dō)

Tuku



1. Blender (blɛn'dər)
Ñutuchina hillay

2 .Chair (châr)
Tiyarina

3 Frying pan (frī'ɪŋ) (păn)
Kallana

4. Garbage can (gär'bīj) (kăn)
Chinta

5. Glass (gläs)
Pilchi

6. Grinding stone (grīnd'ɪŋ) (stōn)
Kutana rum

7 .Knife (nīf)
Pitina

8. Ladle (lād'l)
Wishina

9 .Microwave (mī'krə-wāv')
Kunuchina hillay

10. Mixer (mīk'sər)
Chakruna hillay

11. Oven (öv'en)
Kusana hillay

12. Pitcher (pīch'ər)
Shila

13 .Plate (plāt)
Mulu

14 .Pot (pōt)
Manka

15. Refrigerator (rī-frīj'ə-rā'tər)
Chiriyachik anta

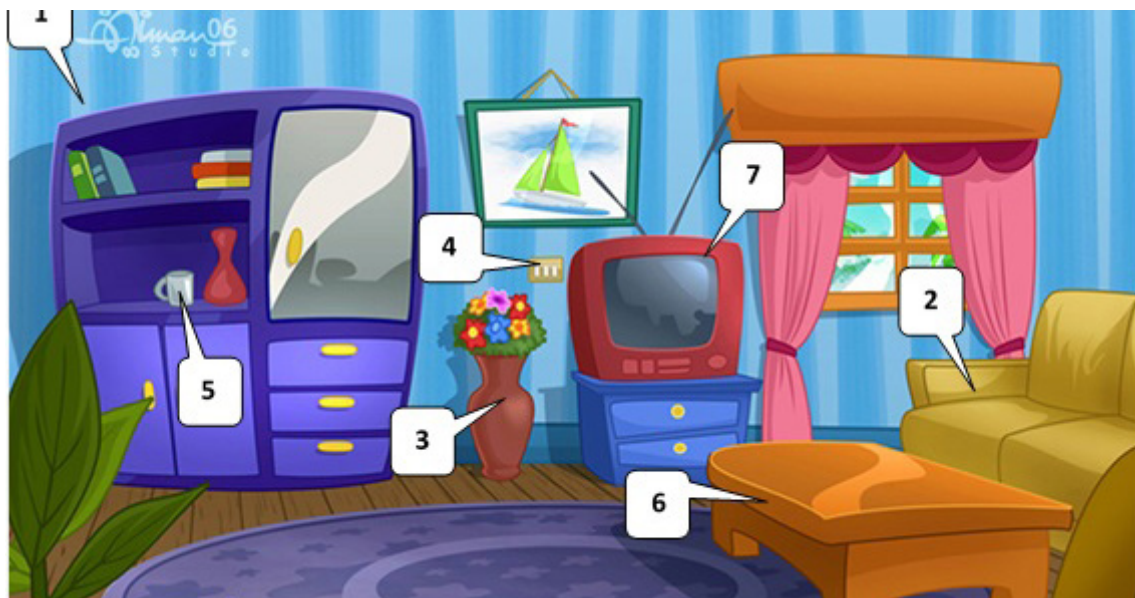
16. Spoon (spōon)
Wishlla

17 .Squeezer (skwēz'ər)
Kapina hillay

18 .Stove (stōv)
Yanuna anta

19. Strainer (strā'nər)
Shushuna

20 .Straw fan (strô) (făn)
Wayrachina



1. Bookshelf (bōōk'shēlf')

Kaspi tuku

2. Couch (kouch)

Hatun tiyarina

3. Flower vase (flou'ər) (vās)

Sisa churana

4. Plug (plŭg)

Ritiyta chaskina

5. Radio (rā'dē-ō)

Anki uyachik

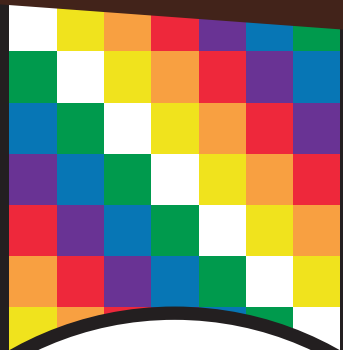
6. Table (tā'bəl)

Pataku

7. Television (tēl'ə-vīzh'ən)

Rikuchik anta

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PLACES IN A CITY KITIPA KUSKAKUNA





Airport (â'r'pôrt')
Antanka kуска



Bakery (bā'kə-rē)
Tanta rantina uku



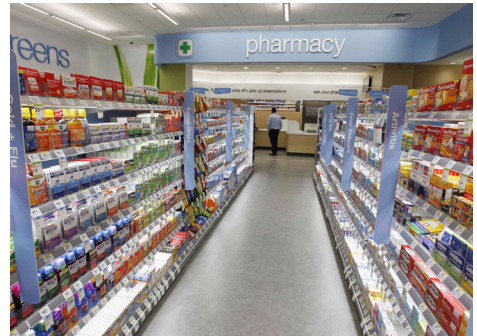
Bank (bāngk)
Kullkykamak wasi



Book store (bōōk) (stôr)
Kamu rantina uku



Bus station (būs) (stā'shən)
Antawa shayarina



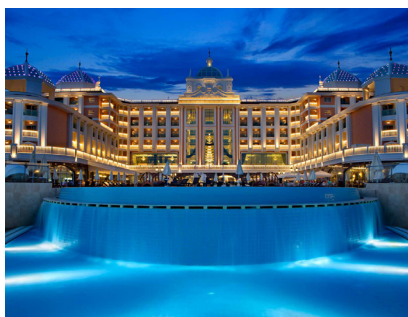
Drugstore (drüg'stôr')
Hampi rantina uku



Hairdressing (hâr'drēs'n)
Akcha rutuna uku



Hospital (hös'pī-tl)
Hampiwasi



Hotel (hō-tě'l)
Samana wasi



Church (chûrch)
Apunchikwasi

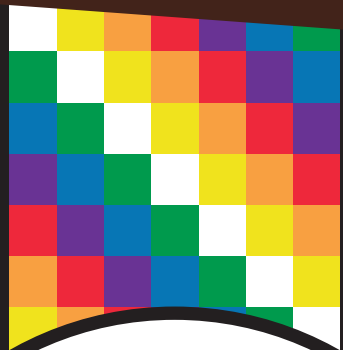


Restaurant (rēs'-tə-ränt')
Mikuna uku



School (s kōōl)
Yachana wasi

25



PERSONALITY TRAITS RUNAPA RIKURIYKUNA





Discreet (dī-skrēt')
Kushilla



Honest (ōn'ist)
Manallulla



Humble (hūm'bəl)
Mana shakshu



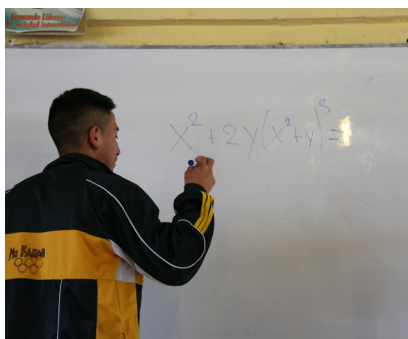
Kind (kīnd)
Kuyaylla



Obedient (ō-bē'dē-ənt)
Kusi



Patient (pā'shənt)
Llimpi



Persistent (pər-sīs'tənt)
Sinchi



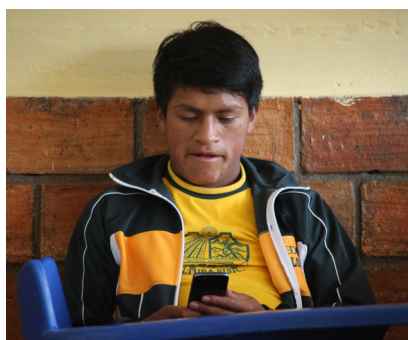
Boorish (bōr'īsh)
Kalluyashka



Arrogant (är'lə-gənt)
Piña



Bossy (bö's'ē)
Rurachiklla



Lazy (lā'zē)
Killasiki

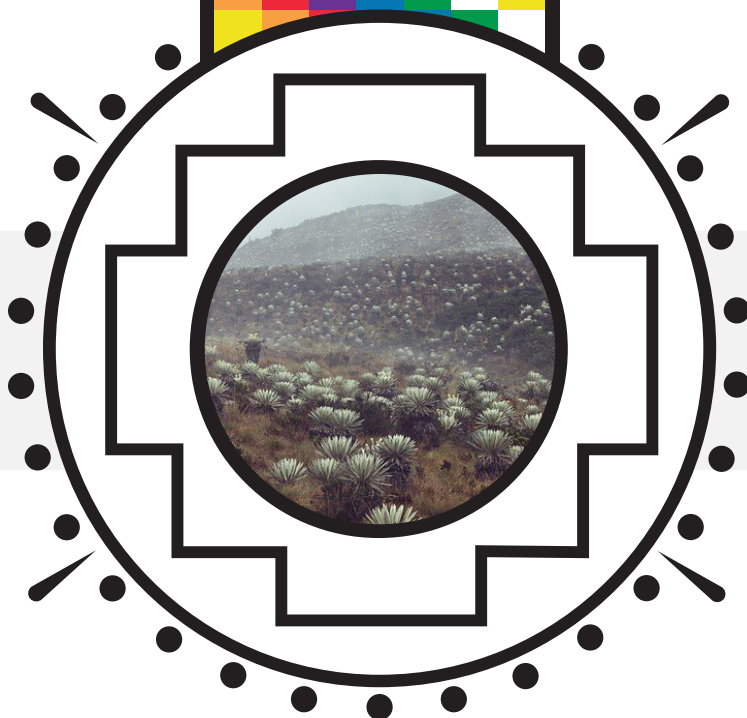
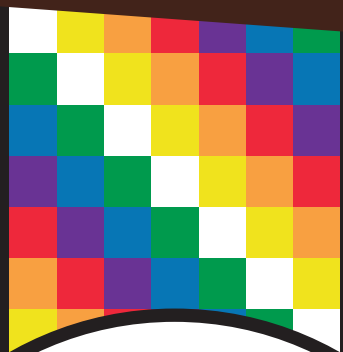


Pompous (pŏm'pəs)
Shakshu



Stingy (stīn'jē)
Misa

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SEASONS WATAPA HATUN PACHAKUNA





Spring (sprĭng)
Sisay pacha



Summer (sŭm'ər)
Rupay pacha- usyay pacha



Fall (fôl)
Tarpuy-Yapuy pacha



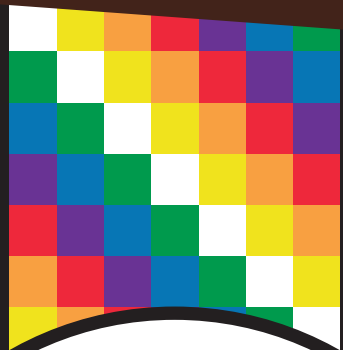
Winter (wĭn'tər)
Tamyay pacha



EXTRA CATEGORIES SHUKTAK MUTSURIY SHUTIKUNA



27



ANIMALS WIWAKUNA





Ant (ănt)
Añanku



Armadillo (är'mə-dīl'ō)
Kachikampu



Bat (băt)
Mashu



Bear (bâr)
Ukumari



Bee (bē)
Wayrunku



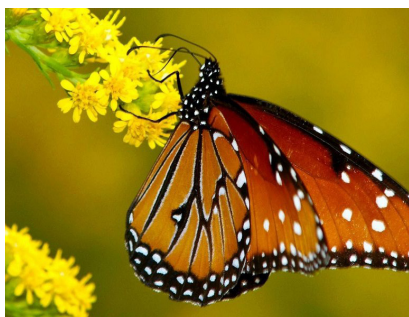
Beetle (bēt'l)
Kachun



Bird (bûrd)
Pishku



Bull (bööł)
Ullku-kari wakra



Butterfly (bűt'ər-flī')
Pillpintu



Cat (kăt)
Misi



Chick (chĭk)
Chuchi



Chicken (chĭk'ən)
Warmi atallpa



Condor (kõn'dô'r')
Kuntur



Cow (kou)
China-warmi wakra



Crab (krăb)
Apankura



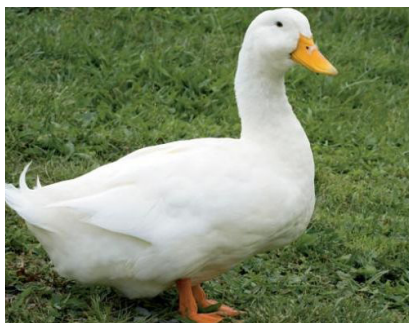
Deer (dîr)
Taruka



Dog (dôg)
Allku



Donkey (dõng'kē)
Ushu



Duck (dŭk)
Kulta



Earthworm (ŭrth'wŭrm')
Kuyka



Fish (fĭsh)
Challwa



Flea (flē)
Piki



Firefly (fĭr'flī')
Ninakuru



Frog (frôg)
Hampatu



Guinea pig (gĭn'ē) (pĭg)
Kuy



Horse (hōrs)
Apyu



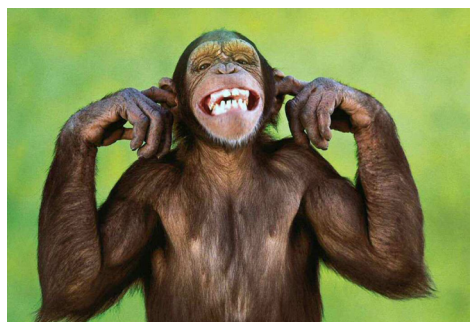
Hummingbird (hŭm'ĭng-bŭrd')
Kinti



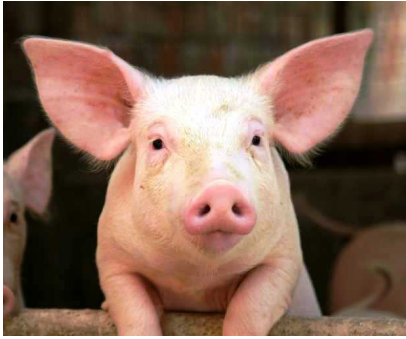
Lizard (lĭz'ərd)
Palu



Llama (lä'mə)
Llama



Monkey (mŭng'kē)
Kushillu



Pig (pĭg)
Kuchi



Rabbit (răb'ĭt)
Wallinku



Rat (răt)
Ukucha



Sheep (shēp)
Wiwika



Snail (snāl)
Churu



Snake (snāk)
Amaru



Spider (spī'dər)
Uru

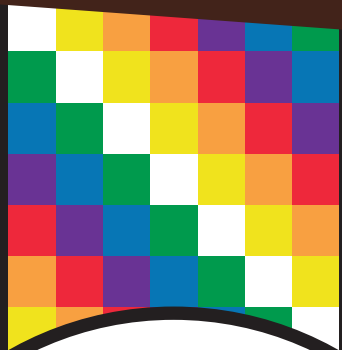


Tiger (tī'gər)
Uturunku



Turtle (tûr'tl)
Charapa

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COMMON QUESTIONS SHUKTAK TAPUYKUNA





1. Do you have a minute? (dōō) (yōō) (häv) (ə) (mĩn'it)
Shuk chinikutachu charinki

2. How old are you? (hou) (ōld) (är) (yōō)
Mashna watatatak charinki

3. How much is it? (hou) (müch) (ĩz) (ĩt)
Mashnatak kan

4. Is everything ok? (ĩz) (ěv'rē-thĩng') (ō-kā')
Tukuychu alli kan

5. What? (wōt)
Ima

6. What is the matter? (wōt) (ĩz) (thə) (măt'ər)
Imatak tukun

7. What is your name? (wōt) (ĩz) (yōör) (nām)
Ima shutitak kanki

8. When? (wěn)
Haykatak

9. Where? (wâr)
Maypitak



10. Where are you from? (wâr) (är) (yōō) (früm)

Maymantatak kanki

11. Who? (hōō)

Pitak

12. Why? (wī)

Imanishpatak

13. Where is the bathroom? (wâr) (īz) (thə) (băth'rōōm')

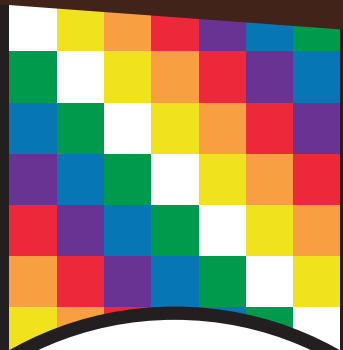
Chuyayarina ukuka maypitak kan

14. Who are you? (hōō) (är) (yōō)

Pitak kanki



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CONGRATULATIONS
KUSHICHINA





1. Congratulations (kən-gräch'ə-lā'shən)
Kushikupay

2. Happy birthday! (häp'ē) (bûrth'dā')
Kushi wata muyuyta charipay

3. Happy new year! (häp'ē) (nōō) (yîr)
Kushi mushuk watata charipanki

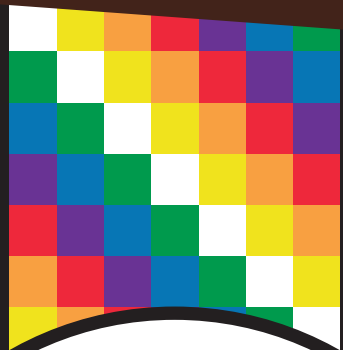
4. Happy Valentine 's day! (häp'ē) (văl'en-tīnz') (dā)
Kushi kuyay punchata charipanki

5. Merry Christmas! (mër'ē) (krīs'məs)
Kushi Kapak Raymi

6. Well done (wěl) (dŭn)
May alli rurashkami kan



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EXPRESSING FEELINGS

RUNA IMASHINA KAYMANTA RIMAYKUNA





1. I am bored (ī) (ǎm) (bôrd)
Killanaywanmi kani

2. I am hungry (ī) (ǎm) (hǔng'grē)
Yarkaywanmi kani

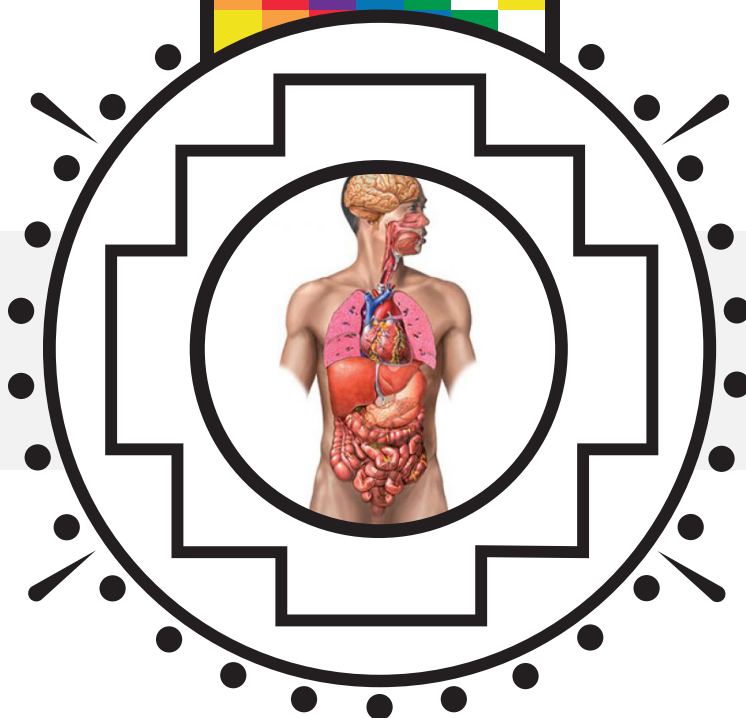
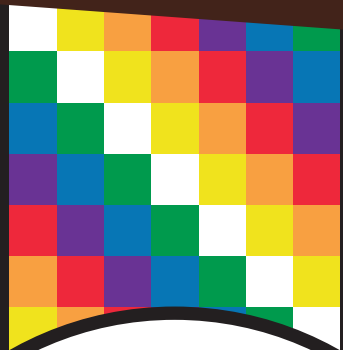
3. I am in love (ī) (ǎm) (ĩn) (lǔv)
Maywashkami kani

4. I am tired (ī) (ǎm) (tīrd)
Shaykushkami kani

5. I am worried (ī) (ǎm) (wûr'ēd)
Llakillami kani

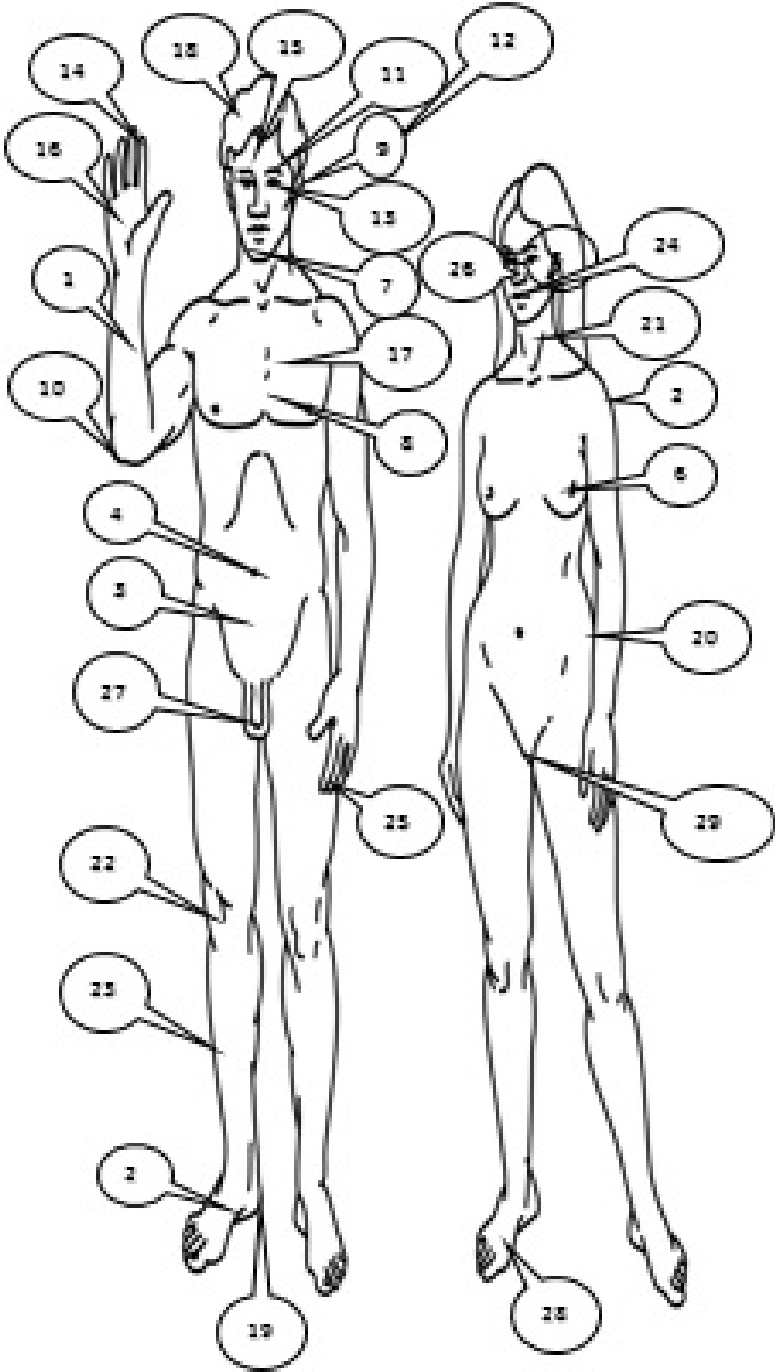


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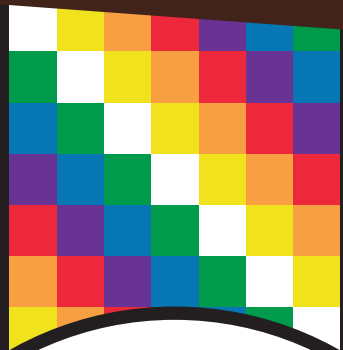
HUMAN BODY AYCHA UKKUPAK SHIMIKUNA





1 Arm (ärm) Rikra	15 Forehead (fôr'hěd') Tirku
2 Back (băk) Washa	16 Hand (hand) Maki
3 Belly (běl'ě) Wiksa	17 Heart (hărt) Shunku
4 Belly button (běl'ě) (bŭt'n) Pupu	18 Head (hěd) Uma
5 Buttock (bŭt'ək) Siki	19 Heel (hěl) Talun
6 Breast (brěst) Chuchu	20 Hip (hĭp) Chaka
7 Chin (chĭn) Kashtuna	21 Kneck (něk) Kunka
8 Chest (chěst) Kasku	22 Knee (nē) kunkuri
9 Ear (îr) Rinri	23 Leg (lěg) Chanka
10 Elbow (ěl'bō') Rikra muku	24 Mouth (mouth) Shimi
11 Eyebrow (ĭ'brou') Ñawi millma	25 Nail (nāl) Maki ruka shillu
12 Eyelashes Kimlla	26 Nose (nōz) Sinka
13 Eye (ĭ) Ñawi	27 Penis (pē'nĭs) Ullu
14 Finger (fĭng'gər) Maki ruka	28 Toe tō) Chak
	29 Vagina (və-jĭ'nə) Raka

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PERSONAL PRONOUNS RUNA SHUTIRANTI





SINGULAR
SAPALLA RUNA SHUTIRANTI

I (ī)
Ñuka

You (yōō)
Kan

He (hē)
Pay

She (shē)
Pay

It
Kay

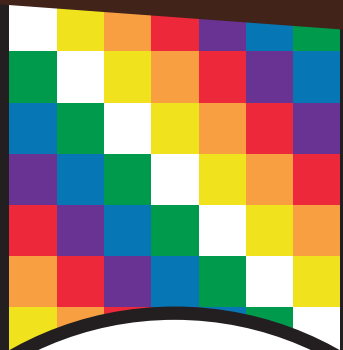
PLURAL
TAWKAYACHIK RUNA SHUTIRANTI

We (wē)
Ñukanchik

You (yōō)
Kankuna

They (thā)
Paykuna

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STUDENT RESPONSES AND QUESTIONS YACHAKUKPA TAPUYKUNA KUTICHIKUNAPASH





1. Can I borrow your eraser? (kǎn) (ī)
(bǒr'ō) (ȳōōɿ) (ī-rā'sər)

Kanpa pichanata hapinata ushanichu

2. Help me? (hělp) (mē)
Yanapaway

3. Can you repeat the question please?
(kǎn) (ȳōō) (rī-pēt') (thə) (kwēs'chən)
(plēz)

Tapuyta kutin nipay

4. Do we have homework? (dōō) (wē)
(hǎv) (hōm'wūr'k')

Llamkayta charinchikchu

5. I do not understand (ī) (dōō) (nōt)
(ün'dər-ständ')

Mana hamutanichu

6. I do not have a pencil (ī) (dōō) (nōt) (hǎv)
(ə) (pěn'səl)

Kutichita mana yachanichu

7. I do not know the answer
(ī) (dōō) (nōt)) (nō) (thē) (ǎn'sər)

Kutichita mana yachanichu

8. I have a question
(ī) (hǎv) (ə) (kwēs'chən)

Shuk tapuytami charini

9. Is it right this way? (īz) (īt) (rīt) (thīs)
(wā)

Allichu kan

10. Excuse me. (īk-sky7z') (mē)
Kishpichiway

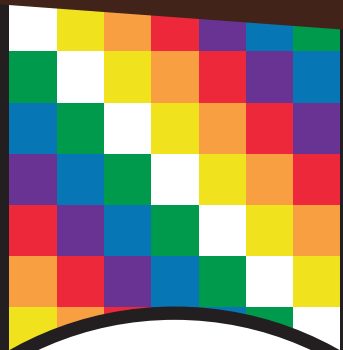
11. Where is the pen? (wâr) (īz) (thə)
(pěn)

Killkanakaspika maypitak kan

12. Which page are we on? (wīch) (pāj)
(är) (wē) (ön)

Ima pankapitak kanchik

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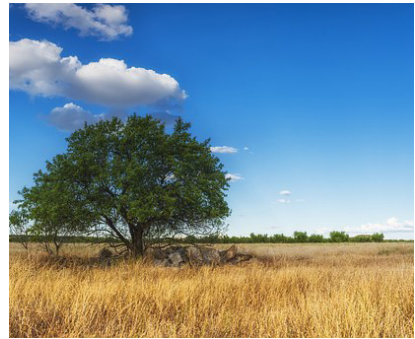


THE TIMES PACHAKUNAMANTA





In the morning (ĩn) (thē)
(môr'nĩng)
Tutamanta



Noon (mĩd'dā')
Chawpi puncha



In the afternoon (ĩn) (thē) (ftrnōn)
Chishi



At nightfall (ăť) (nĩť'fōl')
Tutayay- amsayay



In the evening (ĩn) (thē)
(ēv'nĩng)
Tuta



Midnight (mĩd'nĩť')
Chawpi tuta



At dawn (ăť) (doun)
Pakariy





We would like to thank God and Mother Earth for allowing us to live every day and thus, have been able to complete this project. Also, we want to express our deepest gratitude to Mst. Andrés Quindi Pichasaca who helped us with the editing of this dictionary.



Hawa pacha apunchikta allpamamatapish kawsayta kushpa shamushkamanta shinallatak kay yuyayta tukuchinata paktashkamanta yupaychanchik. Shinallatak Andrés Quindi Pichasaca mashita paymi shimiyuk pankata allichinapiy yanapashkamanta tukuy shunkuwanmi yupaychanchik.







We would like to end with this remarkable quote: “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart.”

Nelson Mandela

Tukunchinkapakka kay sumak yuyaytami killkanchik: “Shuk karita paypa hamutashka shimipi rimakpika, chayka paypa umamanmin rinka. Shuk karita paypa shimipi rimakpika chayka paypa shunkumanmi rinka”.

Nelson Mandela